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ABSTRACT

This third annual Pennsylvania Progress Report is designed to convey to the citizens of Pennsylvania information on how well we are progressing on our road to achieving the National Education Goals. This report has three parts. The first part is a description of the major education initiatives undertaken in 1993 by Governor Casey. The second and most expansive portion describes in various ways how Pennsylvania is moving ahead to meet the National Goals. Each goal and its subsidiary objectives are listed. Within each goal, three sections are included: (1) quantitative information that bears on Pennsylvania's status relative to the National Goals; (2) current efforts under way in Pennsylvania that address the National Goals; and (3) future directions being planned or considered that will result in progress toward the National Goals. The third part of the report identifies types of actions and roles that families, businesses, and communities are taking and must continue to take for Pennsylvania to address the National Goals. Finally, the appendix presents of information and on Pennsylvania education today. (KDP)

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Meeting the Challenge 1993

Pennsylvania's Third Annual National Education Goals Report

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Robert P. Casey
Governor

Donald M. Carroll, Jr.
Secretary of Education

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COMMONWEALTH OF PENNSYLVANIA
Robert P. Casey, Governor

DEPARTMENT OF EDUCATION
Donald M. Carroll, Jr., Secretary

September 1993

Meeting the Challenge 1993

Pennsylvania's Third Annual National Education Goals Report

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GOVERNOR'S MESSAGE

CITIZENS OF PENNSYLVANIA:

This volume is the third annual report to the people of Pennsylvania on our progress toward meeting the National Education Goals. These six goals, which grew out of the Education Summit in 1989 and were later adopted unanimously by the nation's Governors in February 1990, challenge all of us to prepare ourselves for citizenship and productive employment in the 21st century. This annual report, issued in conjunction with the National Education Goals panel report on the nation's progress, measures how well Pennsylvania is progressing in its pursuit of the National Education Goals.

This year's report builds on the data and information contained in the 1991 and 1992 editions, adding new indicators of progress and focusing on what has been achieved over the last year. In addition, this year's report includes a section on education initiatives undertaken this year. As Governor of Pennsylvania, I initiated several major reforms this year that will enable today's children to meet the needs of tomorrow's world.

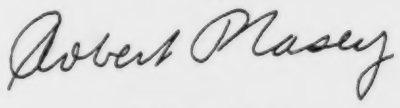
As before, the report identifies areas of strengths and weaknesses in our educational systems by referencing a wide variety of information and data. I hope that each of you will review this report carefully, and decide to find out more about how our local schools, colleges and universities, and other job training and education systems are meeting the needs of our people.

Under the education reforms enacted this year, each school district must include parents, teachers, educators, and community and business leaders in designing their new school curriculum. I encourage all citizens of Pennsylvania to get actively involved in the education of our children.

These goals, and our progress towards meeting them, demand our attention and our hard work . If we fail to meet these goals, we will fail to give our children the knowledge and skills they will need to live and compete successfully. If we achieve them, we prepare ourselves, our Commonwealth and our nation to meet the challenges of the 21st century.

With the new education initiatives and the continuation of our past good efforts, let us together lead our children out of the classrooms of the 20th century and into the world of the 21st century.

Sincerely,



Robert P. Casey

LIEUTENANT GOVERNOR'S MESSAGE

CITIZENS OF PENNSYLVANIA:

This is an exciting and critical time to be involved in education. As we approach the 21st century, we recognize that more than ever before, our children's quality of life tomorrow will depend on the quality of education they receive today.

When they reach adulthood, our children will have to compete in a global economy; they will have to be responsible stewards of our resources; and they will have to understand advanced technology. They will face significant challenges, but they will also encounter tremendous opportunities.

By working hard to realize the National Education Goals, we can help make sure that our students are ready to meet the world and the workplace of tomorrow with knowledge, skills and confidence. Pennsylvania has already taken important steps in that direction. Innovative programs initiated by Gov. Robert P. Casey, many of which are described in the pages that follow, have made Pennsylvania a nationally acclaimed leader in addressing educational needs to the year 2000 and beyond.

What's important now is that we follow through. We must continue to make progress in fundamental academic areas such as science, mathematics, and literacy. At the same time, we must guarantee all students a chance to come to school healthy and ready to learn, and to attend schools that are safe from the scourges of drugs and violence.

A great deal of work remains to be done. We cannot forget that the ultimate success of these efforts will require the cooperation of government, school officials, teachers and parents. Perhaps most importantly, it will require the dedication of the students themselves. For that reason, all of us must strive to instill in them the high degree of motivation that springs from the hope of a better future.

Sincerely,

Mark S. Singel
Lieutenant Governor, Acting Governor

TABLE OF CONTENTS

- **INTRODUCTION** iv
- **PART I: GOVERNOR ROBERT P. CASEY'S EDUCATION INITIATIVES** 1
- **PART II: PROGRESS TOWARD ATTAINING THE NATIONAL GOALS** 9
  - **GOAL 1: READINESS FOR SCHOOL** 11
  - **GOAL 2: HIGH SCHOOL COMPLETION** 21
  - **GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP** 31
  - **GOAL 4: SCIENCE AND MATHEMATICS** 39
  - **GOAL 5: ADULT LITERACY AND LIFELONG LEARNING** 47
  - **GOAL 6: SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS** 59
- **PART III: ROLES FOR FAMILIES, BUSINESSES AND COMMUNITIES** 71
- **APPENDIX A: PUBLIC EDUCATION GOVERNANCE IN PENNSYLVANIA** 77
- **APPENDIX B: PENNSYLVANIA EDUCATION AT A GLANCE** 81

INTRODUCTION

This third annual Pennsylvania Progress Report is designed to convey to the citizens of Pennsylvania information on how well we are progressing on our road to achieving the National Education Goals. The document is being issued concurrently with the National Education Goals Progress Report, which contains national-level outcome measures and other direct and indirect indicators toward National Goals attainment.

This Progress Report has three parts. The first part is a description of the major education initiatives undertaken in 1993 by Governor Casey. Major reforms to Pennsylvania's education system occurred during the past year which include new graduation standards, funding equity, family centers for child development, school based health clinics and youth apprenticeship programs.

The second and most expansive portion describes in various ways how Pennsylvania is moving ahead to meet the National Goals. Each goal and its subsidiary objectives are listed. Within each Goal, three sections are included: (1) quantitative information which bears on Pennsylvania's status relative to the National Goals; (2) current efforts underway in Pennsylvania which address the National Goals; and (3) future directions being planned or considered which will result in progress toward the National Goals.

The third part of the report identifies types of actions and roles which families, businesses and communities are taking and must continue to take in order for Pennsylvania to address the National Goals.

Finally, included in the appendix is a straightforward presentation of information and data which depict Pennsylvania education as it exists today. Also included is an overview of education governance in Pennsylvania and a chart depicting the relationships of the key actors in education governance, as well as names and addresses of important organizations and individuals so that citizens may inquire about how to get involved in improving the education system.

While several new data elements are included in this year's state and national reports, in many instances current data are simply inadequate to constitute true indicators of progress. However, while the present data are less than full measures of progress, we believe that they provide a reasonable indication of our status. In the future, it will be necessary to identify and to collect data which more precisely relate to the outcomes and objectives of the National Education Goals, while at the same time maintaining some consistency so that information is compatible and comparable over time.

GOVERNOR ROBERT P. CASEY'S EDUCATION INITIATIVES 1993

This section contains information on Governor Casey's major education initiatives which occurred during the past year. These initiatives include new graduation standards, increased accountability, funding equity, family centers for child development, school based health clinics and youth apprenticeship programs.

EDUCATION REFORM

> "The accountability of the entire system will be tested in the crucible of performance — results — how well the child has learned."
>
> **Gov. Robert P. Casey**
> January, 1992

> "As soon as young people leave high school and go into the workforce, they're evaluated from day one on the basis of what they can accomplish. They should be accustomed to being tested in schools by their accomplishments."
>
> **Edward Donley**
> retired chairman of Air Products and Chemicals, Inc. and a member of the State Board of Education.
> November, 1992

> "Our citizens have the right to demand schools that produce graduates with the skills and knowledge needed to face the challenges of the 21st century. That's what these reforms are all about."
>
> **Gov. Robert P. Casey**
> June, 1993

Pennsylvania students are guaranteed the opportunity to succeed under Governor Casey's state education reforms adopted in 1993.

The state's new regulations stress higher academic achievement for all students. The changes give local schools and communities the flexibility to meet the educational needs of individual children, but they also increase accountability across the system. Schools will now be responsible to parents and taxpayers — not just for the amount of instructional time they deliver, but for what children actually learn.

Students will advance in school based on what they know and can do, not on the amount of time they spend on particular subjects.

State law still requires at least 180 instructional days a year, but the new requirements define the academic knowledge and skills students must have achieved to graduate. These 53 requirements, called learning outcomes, are grouped into nine areas: Arts and Humanities; Career Education and Work; Citizenship; Communications; Environment and Ecology; Home Economics; Mathematics; Science and Technology; and Wellness and Fitness.

Pennsylvania's new education regulations will allow students to focus more on analyzing information, doing research, writing essays and making critical judgments. Students will still have to take tests, but they also will have to perform demonstrations, do projects, apply mathematic skills, write more and compile portfolios of their best work. They will have to apply the knowledge that they've gained, proving that they understand the importance and the usefulness of what they've learned.

To provide feedback on school performance, Pennsylvania has joined 17 other states in the New Standards Project, a partnership between the Learning Research and Development Center at the University of Pittsburgh and the National Center on Education and the Economy based in Rochester, N.Y. New Standards is developing a performance-based assessment system that will allow the Commonwealth to measure student academic achievement against national and even world benchmarks.

The Commonwealth also will conduct a comprehensive academic assessment program at the state and local levels to let parents, students and their teachers know if the reforms are producing higher academic achievement at the school and school district level.

A key factor in promoting higher academic achievement for all students is the unprecedented control these education reforms offer to school districts and communities. The new regulations give people on the local level the authority to plan their school district's approach to the reforms. Teachers, parents, community and business leaders, and local school officials will make decisions about the curriculum that will help students achieve the learning outcomes. To guide the work of

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schools in helping every child succeed at higher levels, the regulations require that each district develop a six-year strategic plan. The strategic plan must show how each district plans to meet the educational needs of each of its students.

In each year between 1994-96, approximately one-third of Pennsylvania's 501 school districts will submit implementation plans to the Education Department. In 1999, the seniors in one-third of the school districts will be the first required to demonstrate achievement of the learning outcomes to graduate. Graduates of all school district's will demonstrate achievement of the outcomes in 2001.

FISCAL EQUITY

> "I will offer a Basic Education Equity Proposal, which will move Pennsylvania toward a fairer system designed to ensure that none of our children is left out or left behind."
>
> **Gov. Robert P. Casey**
> January, 1993

> "Governor Casey is proposing an important and necessary step to begin the elimination of inequities that exist in educational funding in this state."
>
> **Secretary of Education Donald M. Carroll**
> February, 1993

> "In Pennsylvania, every child, no matter where he or she might live, is entitled to the best education we can provide. The quality of that education should not be determined by the relative wealth of the school district in which that child lives."
>
> **Gov. Robert P. Casey**
> June 1993

As many states faced the challenge of guaranteeing all children the opportunity for a good education, Pennsylvania made 1993 a landmark year for funding equity. The state took the first step toward narrowing the gap in financial resources among rich and poor school districts by establishing a system that directs additional money to needy areas.

Working from a proposal put forth by Governor Robert P. Casey, the General Assembly passed, and the governor signed, legislation providing $130 million in new funding for the state's poorest school districts.

This "equity supplement" is on top of nearly $3 billion contained in the Commonwealth's 1993-94 budget for basic subsidies to all 501 school districts.

While 311 districts will benefit from the equity supplement, no local school system will suffer a cut in funding. In 1993-94, each district is receiving at least the same basic subsidy as last year.

The equity funding system is based on the belief that each child is entitled to the best education we can provide. As Gov. Casey stated when he signed the legislation: "The quality of that education should not be determined by the relative wealth of the school district in which that child lives."

Districts qualified for an equity supplement in five ways:

- The largest block of money, $93 million, is being distributed among districts that meet three criteria — low local wealth as measured by real estate tax values and personal income per student population; high local taxing effort; and low expenditures per pupil.
- Districts that did not qualify for a portion of the $93 million, but have at least 35 percent of their families receiving Aid to Families With Dependent Children, are sharing $10.7 million.
- Districts with extremely low local wealth are sharing another $1.5 million.
- Districts whose combined subsidy and equity payments do not reach a certain level are sharing an additional $18.4 million.
- For districts that did not qualify for the equity supplement but are experiencing high student population growth, a fund of $5.4 million is being established.

Pennsylvania's equity fund is designed to give all children a fair chance to receive a quality education, and to ensure that none of the state's children are left out or left behind. While inequalities cannot be completely eliminated in a single budget year, the governor and legislative leaders have committed themselves to the continued pursuit of equal educational opportunity for all, and plan to use the new equity formula as the basis for that effort in the future.

THE CHILDREN'S CABINET

There is no more essential responsibility before this nation than promoting the healthy development of our children. Far too many children do not have adequate support systems and must have better services.

For these reasons, in September 1992, Governor Robert P. Casey established the Children's Cabinet to find new and effective ways of helping the children and families of Pennsylvania.

The Children's Cabinet is composed of the secretaries of Education, Health and Public Welfare and key governor's office staff. The Children's Cabinet is responsible for setting Pennsylvania's agenda for children up to 21 years of age and with ensuring that state programs for children are consistent with that agenda. Through the Cabinet's efforts, Pennsylvania is beginning to coordinate the services of its nearly 100 programs for children and families.

Two of Pennsylvania's programs for children and families — the Family Centers for Child Development and School-Based Health Clinics — reflect the increasing need for programs that invest in prevention and early intervention. Both are community-driven, culturally relevant and comprehensive in nature.

Pennsylvania's 26 Family Centers are making a difference for those children who are not likely to succeed in school and society. Family centers are a unique collaboration between school districts and local Head Start programs. They involve parents in the development and learning of their children, from as early as birth through entrance to school. The centers teach parents the skills they need to prepare their children for school by providing training for mothers and fathers in literacy, child development and basic pre-school education.

Pennsylvania's pilot school-based health center program provides basic health services to children in under-served areas of the Commonwealth.

State grants totaling $400,000 are being used to develop six pilot clinics that will offer services such as physical examinations, immunizations, growth and development assessments, and on-site diagnosis and treatment for common illnesses.

These six centers also will provide services on the weekends and during vacations. Schools will work with community primary health care providers to develop programs for off-hours and follow-up care.

Our Commonwealth has taken major steps over the past six years to improve the lives of our children and families. We are committed to providing innovative programs that help Pennsylvania's families and children not only survive, but thrive.

> "As all states continue to struggle with the lingering effects of the recession, including job loss and increased demands on social service programs, services for women and children are all too often the first to be cut. Here in Pennsylvania we've taken the opposite approach."
>
> **Gov. Robert P. Casey**
> February 1993

> "You ought to be proud that you have people who are willing to stick out their necks at a time when budget cuts are in order for almost every state in the nation...I want to use what you are doing here in Pennsylvania as a model for the rest of the country..."
>
> **Dr. T. Berry Brazelton**
> world-renowned pediatrician and child-care expert
> November 1991

> "Children and their families are the highest priority for Pennsylvania state government."
>
> **Gov. Robert P. Casey**
> from an Executive Order creating the Children's Cabinet
> September 1992

YOUTH APPRENTICESHIP PROGRAM

> "We will expand our new Youth Apprenticeship Program...to help young people bridge the gap between school and work and to help the state's manufacturers find the skilled workers they need to be competitive."
>
> **Gov. Robert P. Casey**
> January 1993

> "Pennsylvania is leading the way toward a very different kind of system, a different way of viewing the transition from school to work for young people who are not going on to college."
>
> **U.S. Secretary of Labor Robert Reich**
> July 1993

> "Ben Franklin would be so proud. Pennsylvania's all-time leading citizen was also it's most celebrated apprentice...Now his state is taking a leading role in showing how government can push youth apprenticeship to the top of the public agenda."
>
> **Industry Week Magazine**
> February 1993

Preparing students for the technological occupations that will be a main source of jobs in the 21st century is one of the most important challenges facing educators. We must do better at training students who don't go on to college but who will need highly developed technical skills in the workplace of tomorrow. We also must make sure that American businesses have the trained workforce they will require to be competitive.

That is why Pennsylvania has established, in various locations across the state, a Youth Apprenticeship Program, which is a cooperative effort of business, education, labor and government that combines on-the-job training with academic classroom instruction.

Since it was started by Governor Robert P. Casey in 1991, the program has gained national recognition and may serve as a model for work-based learning around the country.

On an inspection visit to several apprenticeship job sites in July 1993, U.S. Labor Secretary Robert Reich said: "Pennsylvania is leading the way toward a very different kind of system, a different way of viewing the transition from school to work for young people who are not going on to college."

Under the plan, students enroll in the four-year program in 11th grade, spend two days a week on the job, and learn their prospective trade under the tutelage of a skilled craftsman. They spend three days a week in the classroom studying a specifically designed work-related curriculum.

After high school graduation, students continue to work with the same firm for two years while attending postsecondary schools. They are paid for their time on the job.

Teachers work closely with the sponsoring business to monitor student progress.

Funding has been supplied through state, federal and private sources. New sites receive start-up grants, and the state provides ongoing administrative support.

The enthusiastic response from business leaders in the state has inspired rapid growth. Last year, 79 employers at six regional sites participated in the program. This year, nine new regional sites are being added, with a dramatic growth in employer participation expected.

Many employers say they realize that training young new workers in actual job situations is a natural method of improving quality.

Students enjoy being able to relate their education to specific employment skills. One young man told Secretary Reich that he was learning

more on the job than he would have in four years of shop class. Subjects such as trigonometry were no longer just abstract concepts, he said. He could apply the knowledge he was gaining each day on the job.

Youth apprenticeships can make sure that young students are ready for the demands of the workplace of the future.

PROGRESS TOWARD ATTAINING THE NATIONAL GOALS

This portion of the Progress Report provides data and information on how Pennsylvania is proceeding toward attainment of each of the National Education Goals. For each of the National Goals and related objectives, we include: (1) a set of indicator and outcome measures relating to the National Goals; (2) current efforts underway in Pennsylvania which relate to attainment of the Goals; and (3) anticipated future actions which will move us toward the Goals.

READINESS FOR SCHOOL

"By the year 2000, all children in America will start school ready to learn."

Objectives — Goal 1

- ☐ "All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school."
- ☐ "Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need."
- ☐ "Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birth weight babies will be significantly reduced through enhanced pre-natal health systems."

Outcomes and Measures — Goal 1

This section includes data bearing on Goal 1 and its related objectives. Measures detailed include information on:

- ☐ low birth weight
- ☐ maternal pre-natal care
- ☐ child abuse and neglect
- ☐ preventative health care
- ☐ nutrition services
- ☐ Head Start and other child care services
- ☐ early intervention services for children with disabilities
- ☐ the Medical Assistance Program.

Percent Low Birth Weight and Very Low Birth Weight* Compared to Total Pennsylvania Births, 1987-91

Year	Low Birth Weight	Very Low Birth Weight
1987	6.9%	1.3%
1988	6.9%	1.3%
1989	7.1%	1.4%
1990	7.2%	1.4%
1991	7.3%	1.4%

** Low Birth Weight is less than 2500 grams Very Low Birth Weight is less than 1500 grams*

PA Department of Health

Percent Low Birth Weight

Low birth weight is often associated with a host of developmental problems in early childhood as well as later in life.

Pennsylvania experienced slight increases in the percentages of both low birth weight and very low birth weight babies from 1987 to 1991.

Maternal Pre-natal Care, 1987-91
(Percent of resident live births where mother's first pre-natal visit was in the first trimester of pregnancy.)

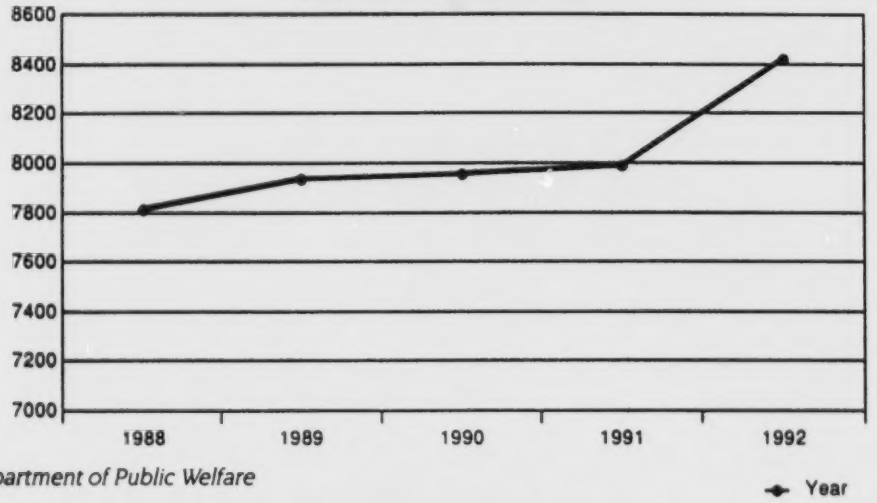
Year	Percent
1987	76.6%
1988	77.7%
1989	77.4%
1990	78.1%
1991	78.4%

PA Department of Health

Maternal Pre-natal Care

Early pre-natal care has been demonstrated to improve the babies' health and well being. The percent of Pennsylvanians whose first pre-natal doctors visit was in the first trimester (3 months) of pregnancy increased 1.8 percent between 1987 and 1991.

Number of Substantiated Cases of Child Abuse and Neglect in Pennsylvania

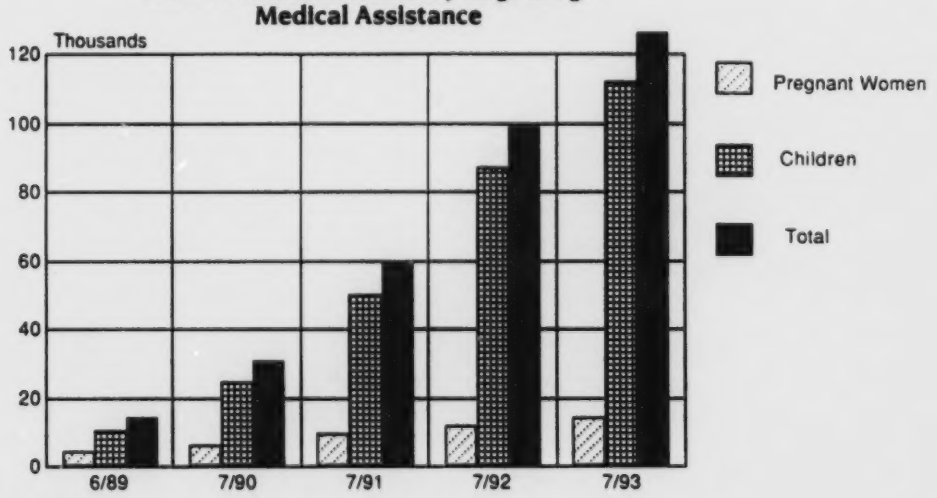


Source: PA Department of Public Welfare

Child Abuse and Neglect

The number of substantiated cases of child abuse and neglect in Pennsylvania reached an all time high in 1992. Abused and neglected children tend to trust less, and to have more difficulty developing healthy social relationships.

Clients Enrolled in Healthy Beginnings Medical Assistance



PA Department of Public Welfare

Healthy Beginnings

Healthy Beginnings provides parental and preventive health care services to low-income families. Enrollment in July 1993 exceeded 125,000.

Women, Infants and Children Nutritional Services, 1989-92 WIC Chart

Year	Average Monthly Participation	Percent of Eligible Population Served
1989	217,518	64.7%
1990	226,030	67.0%
1991	254,323	75.1%
1992	262,942	77.4%

PA Department of Health

WIC

Women, Infants, and Children (WIC) Nutritional Services provides healthy food, nutritional advice, and referral to health care for low income women who are pregnant, who breast feed and/or who have children under five years of age. Participation in the WIC program has grown steadily over the last two years, increasing by 20%.

PA is one of a very few states which provide significant funds to augment federal dollars for WIC. Pennsylvania served over 77% of the eligible population while the national average was 60% served.

Early and Periodic Screening, Diagnosis and Treatment (EPSDT) 1988-89 Through 1992-93

Year	Number Children Served	Total Screens Performed
1988-89	110,657	138,248
1989-90	116,257	145,637
1990-91	133,566	174,454
1991-92	151,313	205,483
1992-93	203,708	243,651

PA Department of Public Welfare

EPSDT

The Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) Program provides comprehensive well-child examinations for children up to the age of 21 who are eligible for Medical Assistance. The first column indicates the total number of children examined in each program year, while the second column shows the total number of exams performed (younger children might need multiple exams per year, while older youth might need them less frequently than every year). Approximately 42% of eligible children participate in the EPSDT Program.

Head Start, 1989-92

Year	Children Enrolled
1989	17,130
1990	19,527
1991	20,949
1992	22,278

U.S. Department of Health and Human Services

Head Start

Head Start is a federally funded program of comprehensive educational, health and social services for economically disadvantaged children of ages three to five. Numbers of children served have grown steadily in recent years, due to increasing federal appropriations. Yet at present, funds are available to serve only about 30% of eligible children. Pennsylvania is one of only 13 states to receive a Head Start Collaboration Grant from the U.S. Department of Health and Human Services, designed to support the coordination of Head Start with other programs and services to meet the needs of young children. It is estimated that another 1,000 children will be served in the coming year.

Subsidized Child Day Care Through State and Federal Funds 1987-88 Through 1991-92

Year	Children Served
1987-88	26,823
1988-89	27,895
1989-90	28,945
1990-91	29,245
1991-92	34,468

PA Department of Public Welfare

Subsidized Child Care

Quality child care can be an important factor in readiness for school. The numbers of children served through state and federally subsidized child care have grown steadily since 1987.

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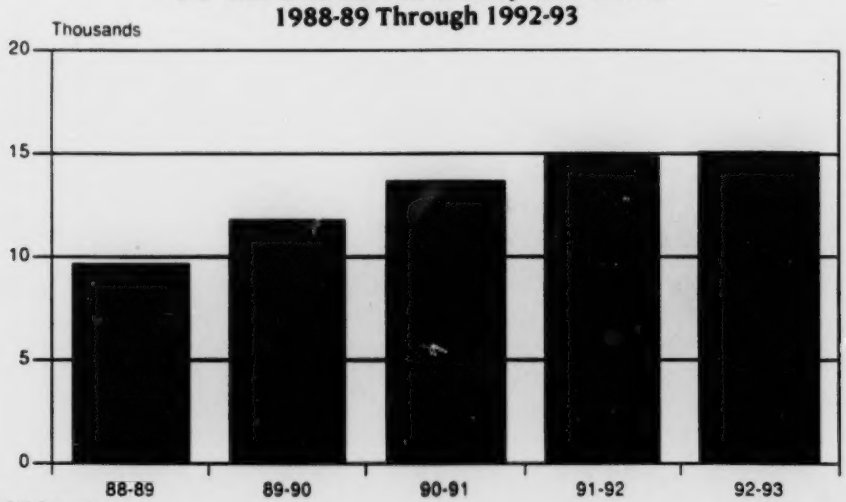
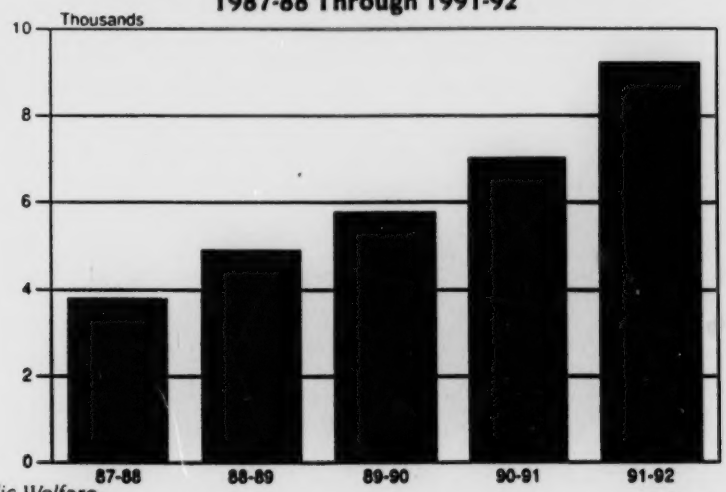
3-5 Year Olds Served In Early Intervention
1988-89 Through 1992-93



PA Department of Education

Birth-2 Year Olds Served In Early Intervention
1987-88 Through 1991-92



PA Department of Public Welfare

Early Intervention

Federal law requires as of July 1, 1991, that children with disabilities receive early intervention services from birth through age five. The number of children served has increased steadily from 1987-88 (the first year state funding was made available for the program). The Department of Public Welfare serves children from birth to age two, while the Department of Education serves 3- to 5-year-olds. Infants and toddlers enrolled in the early intervention system administered through the Department of Public Welfare are transitioned upon their third birthday to the preschool early intervention system administered through the Department of Education. The Departments of Education and Public Welfare have jointly developed a transition policy that is in compliance with federal and state laws and provides families with a seamless system of early intervention.

SUMMARY

Goal 1 — Readiness for School

We continue to lack direct indicators of progress toward meeting Goal 1. However, data and program information are available which can serve as direct measures of progress.

In two important areas, low birthweight and substantiated cases of child abuse and neglect, the data suggest continuing problems. A slight increase in the percentage of low birthweight babies was reported, while more significant growth in substantiated cases of child abuse and neglect is apparent. However, the growth in the numbers of child abuse and neglect cases can also result from increased reporting, which is to be encouraged.

At the same time, the Commonwealth is providing programs and services to substantially more women and children. Data on numbers and percentages of eligible participants in pre-natal care; the Healthy Beginnings (Medical Assistance) program; Women, Infants and Children (WIC) nutritional services; and early medical screening and treatment for children all show significant growth. Further, the numbers of youth children with disabilities receiving early intervention services through the Departments of Education and Public Welfare also continue to grow.

Progress Toward Goal 1

- **Governor's Commission on Children and Families** — The Governor created this Commission to serve in an advisory capacity to him on issues regarding children and families. In addition, the Commission provides technical assistance to local communities in their efforts to improve care of children, educate the public on conditions faced by children and their families, promotes legislation that would strengthen the community around children and families, assists in replicating proven innovations in effective programs for children and families, and conducts studies and issues research reports that apply a comprehensive perspective to children and family policy issues. First Lady Ellen Casey is the Co-Chair of the Commission.

- **Uninsured Children's Health Care Program** — Governor Casey's Uninsured Children's Health Care Program will provide health care coverage to 32,000 uninsured children who are not poor enough to qualify for Medical Assistance, but whose families cannot afford to buy health insurance on their own. This comprehensive insurance package will provide coverage for doctor visits, emergency, accident and medical care, immunizations, prescription drugs with a $5.00 co-payment, dental and vision care and up to 90 days of hospitalization.

- **Healthy Beginnings** — Pennsylvania implemented the Healthy Beginnings program on April 1, 1988, in response to Congressional action allowing optional expansion of medical benefits to pregnant women and children under the Medicaid program. When the program began in 1988, the income threshold was 100 percent of the federal poverty level for children up to two years of age. Effective January 1, 1993, the income threshold for pregnant women and infants up to age one is 185 percent of the Federal Poverty Income Guidelines (FPIGs). The income threshold is 133 percent of the FPIGs for children up to age six, and 100 percent of the FPIGs for six, seven, eight, and nine year old children. Enrollment in Healthy Beginnings has grown steadily since 1988.

- **Healthy Beginnings Plus** — Pennsylvania's Healthy Beginnings Plus program began April 1990. To the basic medical pre natal care program of Medical Assistance/Healthy Beginnings are added such services as: (1) nutrition, health and parenting education; (2) psychological and social services assessments; (3) counseling on smoking cessation and counseling to identify and reduce or refer drug and alcohol abuse problems; (4) home visits by a nurse or social worker; and (5) the key feature of care coordination. In program year 1992-93, 91 hospitals, clinics, private practices and other community health facilities in 37 counties delivered Healthy Beginnings Plus services to approximately 18,000 pregnant women.

- **A Better Start** — A Better Start was created in 1991 to build on the success of Healthy Beginnings Plus. With nearly $6 million in private funds, Pennsylvania has been able to expand pre-natal services at eight Healthy

Beginnings Plus sites across the state. During 1992-93, over 2,500 new patients were enrolled in the program. A Better Start focuses on: innovative and aggressive strategies to reach out to women who do not normally seek early pre-natal care, creative ways to keep women in pre-natal care throughout the program, special training for staff development and streamlined Medicaid payments for a variety of pre-natal services.

- **Expansion of Pre-natal Care** — The Department of Public Welfare has entered into the largest public/private partnership for expanding pre-natal health care to low income families in the state's history. Through this effort, targeted rural and urban hospitals will be funded to provide creative outreach to pregnant women. An extensive evaluation will be conducted to determine success at increasing the level of pre-natal care and reduction on incidents of low birth weight.
- **Immunization** — The Commonwealth is expanding its efforts to have all low income children immunized in accordance with the immunization schedule established by the American Academy of Pediatrics. Such efforts include: (1) bulk purchasing of the vaccines and distribution to major providers who serve low income families; (2) reimbursing physicians for the full cost of the vaccines provided to medicaid eligible children; and (3) requiring that the children they serve (such as day care) have received the necessary immunization.
- **Model Child Care Program** — During the last five years, over three million dollars in state federal funds have enabled over 40 schools to initiate and/or expand programs for young children and their families including services for infants and toddlers, programs before and after school care, establishment of kindergartens for four-year-old children and work site coordinated care.
- **Early Intervention** — These programs continue to grow, and now provide services to more than 24,000 young children with disabilities.
- **Head Start Collaboration Project** — Pennsylvania received support from the U.S. Department of Health and Human services to strengthen ties between state early childhood programs and local Head Start providers. This project has assisted local school districts early childhood programs and local head Start programs to establish transition teams to plan and administer the movement of children and families from one program to the other.
- **Family Centers** — The Department of Education has established 26 neighborhood, school-based family centers. These sites provide parent education and competence in the growth and development of infants and young children in the home. Parent educators, using the Parents As Teachers' outreach process, provide information and resources for a wide range of health, social, education and family services available on a local or regional basis.

  Governor Casey and the Children's Cabinet identified $1.4 million dollars this year to expand and enhance the family center concept to more sites in Pennsylvania. The family center has been instrumental at the local level in bringing interagency family services to focus on a more seamless system of service.
- **School-Based Health Centers** — In October 1992, The Department of Health, in close collaboration with the Department of Education, awarded $350,000 in federal maternal and child health block grant funds to six rural and inner-city school districts as a pilot program for school based primary care clinics. The school-based health clinics provide primary health care services to day-care, head start and kindergarten students which will help ensure children are healthy and ready for school.
- **Parent Education** — The Department of Education's Division of Early Childhood and Family Education provides technical assistance, funding opportunities and materials to local education agencies and community-based organizations to establish and maintain strong parent components in all funding programs under its administration. The goal is to assure families have information on effective parenting, communities build capabilities to bring schools and families together, and models exist of effective practices to improve family relationships.

The Department continues to work closely with the Scott Paper Company Foundation in support of the Philadelphia Parents As Teachers Family Education Program in several Philadelphia high schools.

Public libraries also provide programs and information about parenting. Many library programs stress the importance of parents reading to their children. Libraries also refer parents to social agencies and community services.

- **Even Start** — This federally funded program was transferred to the Pennsylvania Department of Education this past year from the U.S. Department of Education. The program emphasizes family literacy with special services for children up to seven years of age and to parents needing adult basic education and English as a second language opportunities. Fifteen Even Start Projects in 18 sites around Pennsylvania work with over 2,000 eligible participants. The Even Start operation is predicated on coordination of existing services and collaboration among the various local agencies to assure the strengthening of family literacy both at the early childhood and adult basic education levels.
- **Education for the Disadvantaged** — This program provides financial assistance to local education agencies for a portion of the local match for federally funded programs for the economically disadvantaged children. This year, the total $965,000 was directed to Head Start grantees and cooperating education agencies. Forty-nine of the eligible 63 grantees applied for participation in the program and received percentages of their total request for assistance.
- **Homeless Children and Youth** — Of the estimated 27,000 homeless children in Pennsylvania, 25 percent are children under five years of age. In 11 sites around the state, educational liaisons are working with shelters and schools to assure children and families are receiving educational continuation services and child care support. In 1992-93, nearly 4,000 children were part of the Homeless Initiative's coordination of services.

Future Efforts

- **Pennsylvania Health Care Security Act** — In May 1993, Governor Casey unveiled a comprehensive proposal to reform the state's health care system and provide real health care security for all Pennsylvanians. The proposal would provide a universal access, managed competition health care system in the Commonwealth and would vest the responsibility for implementation and oversight of the health care system in a non-profit, public Health Security Corporation governed by a nine-member board. The Health Security Act would guarantee that all Pennsylvanians would continue to receive health care benefits when they change jobs or if they should lose a job. The Act would also allow Pennsylvanians to choose their own doctor.

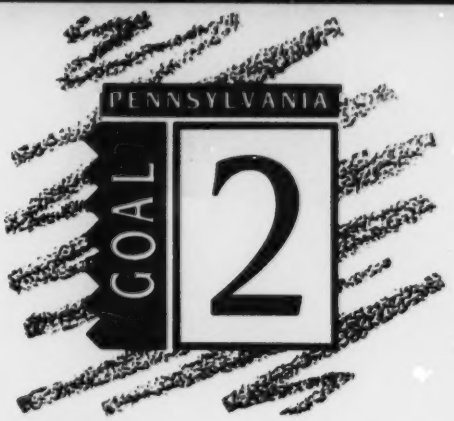
  The Health Security Act also would create a guaranteed benefits package; health service regions throughout the state; and a process for funding programs to assist small employers, unemployed or low-income individuals and promote medical education and research.
- **Primary Care Case Management** — The Department of Public Welfare will begin implementation of a Primary Care Case Management program which has a goal of enrolling 72,000 medical assistance recipients from birth to age 20. The program will assign each child a primary care physician who will oversee the child's health care.
- **Expanding Kindergarten** — The Department of Education will seek legislative authority to provide state support to school districts which offer kindergarten for three year-old children. Further, the Department will encourage districts to increase services to four year olds, and urge the offering of full-day kindergarten for five year-old children. Legislative action will also be sought to lower compulsory school age from eight to six years of age.
- **School Based Health Centers** — The departments of Health and Education will continue to work closely with local schools to encourage the creating of additional centers which will serve students, young children and families in the community.

- **Outreach to Families in Need** — The Children's Cabinet is mounting a major new outreach campaign designed to provide information about programs and services for pregnant women and their children, and to encourage eligible individuals and families to take advantage of them. The campaign will include radio and TV public service announcements, as well as print materials and a unified "800" number which will provide information and answers to questions about a range of programs and services.
- **Expansion of Child Abuse and Neglect Programs** — A $73 million increase in state funds will assist in the protection and treatment of abused and neglected children. These new funds will, result in a substantial increase in the number of children served, which reached 82,000 in the 1992-93 program year.

CONCLUSIONS

Pennsylvania has made truly significant progress in increasing the range and scope of health, education and social services available for young children and their families. This year saw approval of the Governor's Children's Health Insurance Program, expanded efforts at providing immunizations to poor children, growth in the number of Family Centers and services available for pre-natal care and early intervention for children with disabilities.

Yet, as impressive as these efforts are, we are still unable to demonstrate any significant improvement in school readiness. We believe, however, that such growth and expansion in the delivery of health, education and social services for young children and their families will over time yield improvements in our students' academic and social well being. Therefore, we will continue to work toward improvements in the quality and quantity of these efforts.



HIGH SCHOOL COMPLETION

"By the year 2000, the high school graduation rate will increase to at least 90%."

Objectives — Goal 2

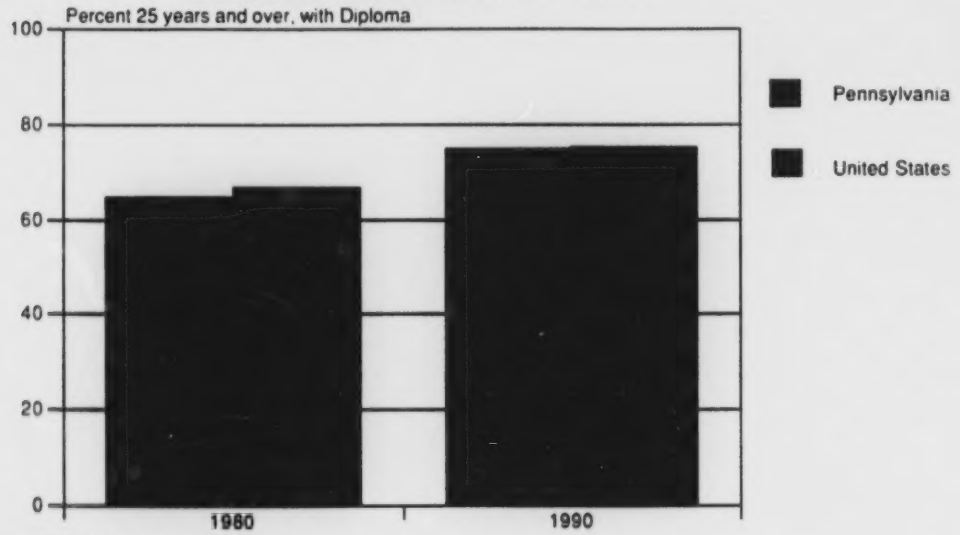
- ☐ "The nation must dramatically reduce its dropout rate, and 75% of those students who do drop out will successfully complete a high school degree or its equivalent."
- ☐ The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated."

Outcomes and Measures — Goal 2

This section includes data bearing on Goal 2 and its related objectives. Measures detailed include information such as:

- ☐ educational attainment
- ☐ dropout rates by gender, race, ethnicity
- ☐ reasons for dropping out
- ☐ percentages of school districts with higher and lower dropout rates
- ☐ General Education Development (GED) test completion data.

Educational Attainment
Pennsylvania and United States, 1980-90

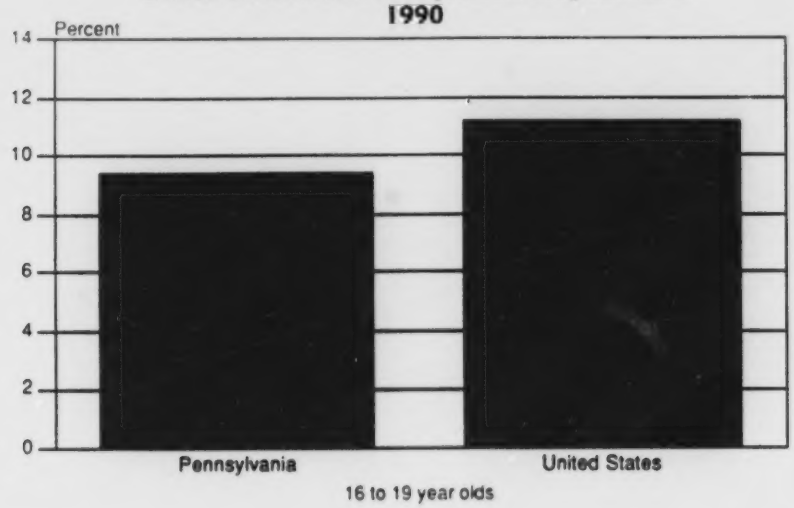


** 25 Years and over with a high school diploma.*

U.S. Census

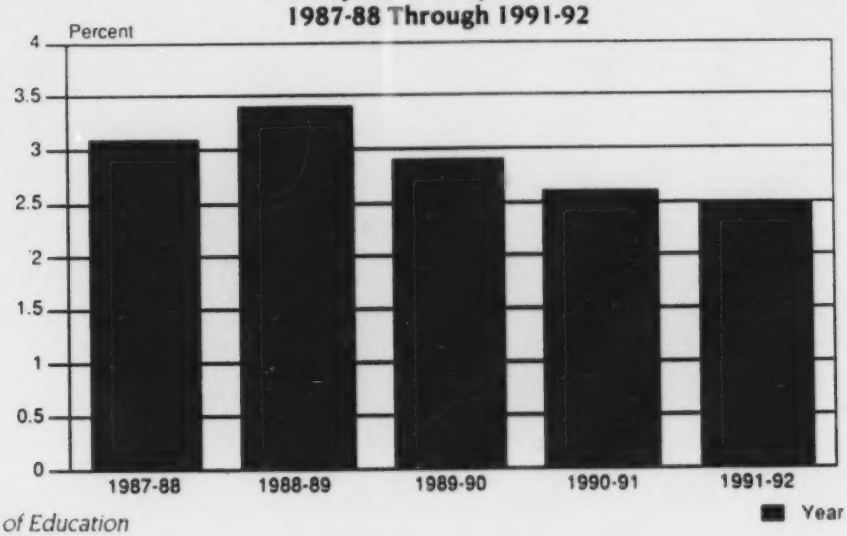
Pennsylvania has increased it's percentage of population 25 years and over with a high school diploma by 10% over 10 years, while the U.S. percentage has increased by 8.7%.

United States and Pennsylvania Dropout Rate
1990



In 1990, 11.2 percent of the 16- through 19-year-olds in the United States had not completed high school and were not currently enrolled in school. In Pennsylvania, 9.4 percent of the 16- through 19-year-olds were either not enrolled in high school or had dropped out.

Pennsylvania Dropout Rate*
1987-88 Through 1991-92



PA Department of Education

Pennsylvania Dropout Rates

Numbers and percentages of dropouts in grades 7-12 have dropped in the last three years, reversing the trend in the previous three years.

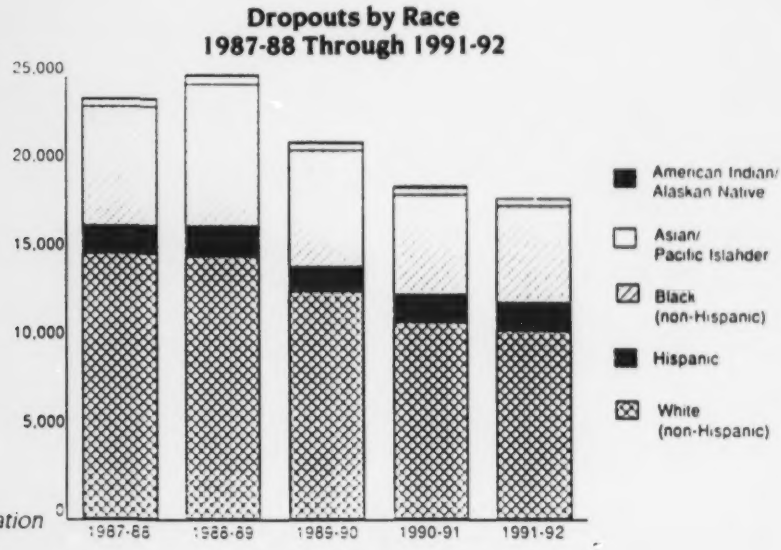
***NOTE:** Total dropout percentages refer to dropouts in each year for grades 7-12.

Dropouts by Racial/Ethnic Category and Sex

	Secondary Enrollments	Dropouts			Dropout Rate
		Male	Female	Total	
1987-88					
American Indian/Alaskian Native	650	13	5	18	2.77
Asian/Pacific Islander	10,611	154	110	264	2.49
Black (Non-Hispanic)	96,508	3,890	2,963	6,853	7.10
Hispanic	15,566	806	618	1,424	9.15
White (Non-Hispanic)	649,660	8,969	6,077	15,046	2.32
Totals	772,995	13,832	9,773	23,605	3.05
1988-89					
American Indian/Alaskian Native	634	17	6	23	3.63
Asian/Pacific Islander	11,117	207	139	346	3.11
Black (Non-Hispanic)	91,069	4,560	3,609	8,169	8.97
Hispanic	15,926	900	730	1,630	10.23
White (Non-Hispanic)	623,311	8,735	6,080	14,815	2.38
Totals	742,057	14,419	10,564	24,983	3.37
1989-90					
American Indian/Alaskian Native	686	14	8	22	3.21
Asian/Pacific Islander	11,533	225	100	325	2.82
Black (Non-Hispanic)	89,137	3,597	2,951	6,548	7.35
Hispanic	16,317	773	578	1,351	8.28
White (Non-Hispanic)	605,106	7,502	5,430	12,932	2.14
Totals	772,779	12,111	9,067	21,178	2.93
1990-91					
American Indian/Alaskian Native	675	14	11	25	3.70
Asian/Pacific Islander	11,960	190	100	290	2.42
Black (Non-Hispanic)	89,146	3,040	2,681	5,721	6.42
Hispanic	18,182	827	677	1,504	8.27
White (Non-Hispanic)	598,998	6,400	4,710	11,110	1.85
Totals	718,961	10,471	8,179	18,650	2.59
1991-92					
American Indian/Alaskian Native	747	36	11	47	6.30
Asian/Pacific Islander	12,549	179	105	284	2.30
Black (Non-Hispanic)	91,183	3,015	2,669	5,684	6.20
Hispanic	19,077	810	643	1,453	7.60
White (Non-Hispanic)	605,149	6,118	4,499	10,617	1.80
Totals	728,705	10,158	7,927	18,085	2.50

PA Department of Education

NOTE: The total dropouts refer to numbers and percents for one year in grades 7-12 and not total numbers or percents for graduating classes.

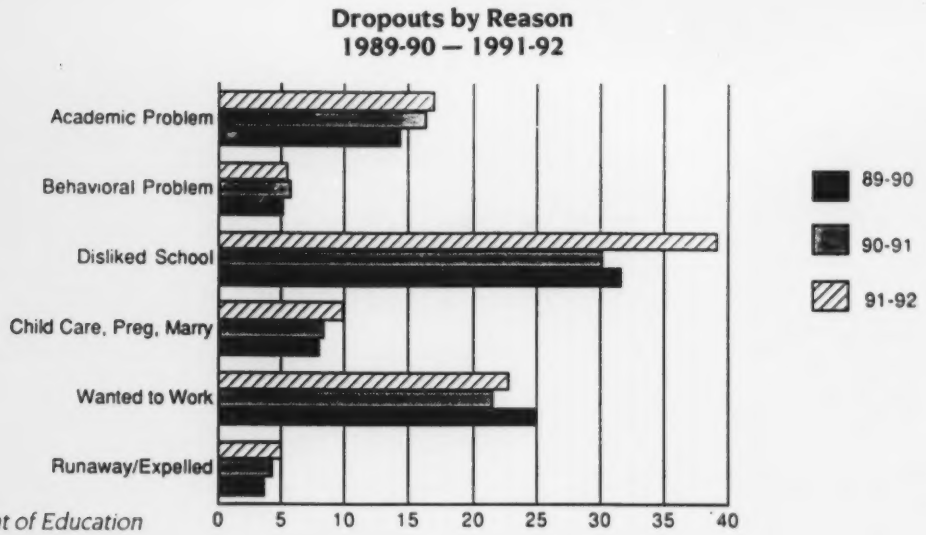


PA Department of Education

Dropouts by Race

After two years of increasing dropout rates, since 1989-90 the school years have shown a decrease from the previous years. Numbers and percentages of Black and Hispanic dropouts grew from 1987-88 to 1988-89, but fell back slightly since 1989-90.

NOTE: The total dropouts refer to the numbers and percents for one year in grades 7-12 and not total numbers or percents for graduating classes.



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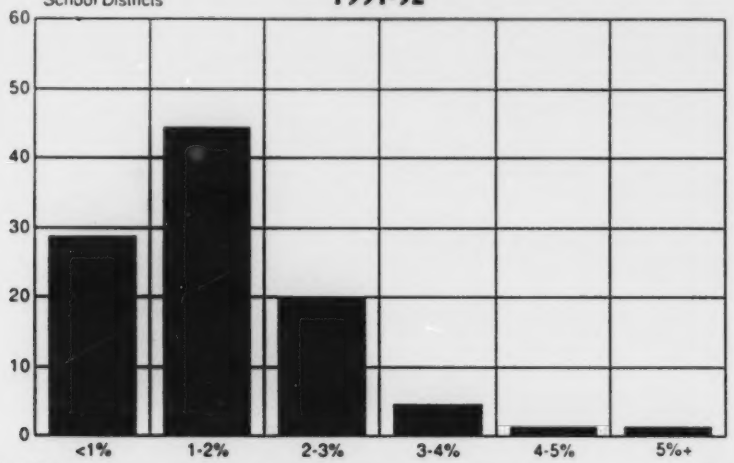
Reasons for Dropping Out

The percent of students who drop out of school to work decreased by 2.2% over the past two years.

School Districts By Percent of Dropouts
1991-92



PA Department of Education

School Districts by Percent Dropouts

This chart identifies the percentage of school districts having particular dropout rates. For example, 44.4% of school districts had between 1-2% dropout rates in the 1991-92 school year.

NOTE: The total dropouts refer to numbers and percents for one year in grades 7-12 and not total numbers or percents for graduating classes.

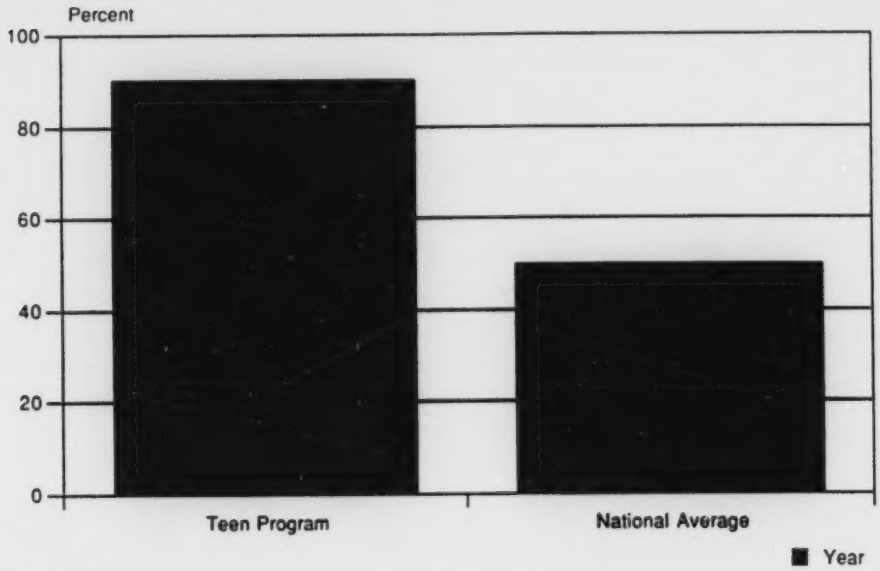
Teen Births in Pennsylvania

Year	Live Births	
1987	Under 18	6,752
	18 & 19 year olds	10,958
	Total	17,710
1988	Under 18	6,876
	18 & 19 year olds	11,211
	Total	18,087
1989	Under 18	6,977
	18 & 19 year olds	12,050
	Total	19,027
1990	Under 18	6,711
	18 & 19 year olds	11,871
	Total	18,582
1991	Under 18	6,725
	18 & 19 year olds	11,456
	Total	18,181

Teen Pregnancies

Live births to teens began to increase in 1988 and 1989 but have declined by 2.3% in 1990 and by another 2.2% in 1991. Pregnancy has been documented as a significant reason for female students deciding to leave school.

Pregnant and Parenting Teen Program 1990-91
School Completion Rate: State vs. Nation



PA Department of Education

Pregnant and Parenting Teen Program

While the national average completion rate for pregnant girls is less than 60%, students participating in Department of Education programs average a completion rate of better than 90%.

United States and Pennsylvania
Data on Adults Completing the
General Education Development Test

Year	U.S. Number of People Tested	Percent Meeting Score Requirements	PA Number of People Tested	Percent Meeting Score Requirements
1986			26,909	73.0%
1987	729,314	67.0%	28,682	73.0%
1988	701,314	64.0%	18,491	68.0%
1989	645,461	59.0%	21,258	65.0%
1990	727,285	60.0%	25,030	69.0%
1991	707,258	61.2%	26,693	73.3%
1992	753,884	71.4%	27,202	73.6%

PA Department of Education

Adults Completing the General Education Development Test

In order to receive a GED, all candidates must complete a battery of tests. A GED is awarded upon the successful completion of the tests. A higher percentage of Pennsylvanians meet GED scoring requirements when compared to national percentages.

SUMMARY

Goal 2 — High School Completion

Pennsylvania's dropout rate declined for the fourth straight year. Significantly, dropout rates for Black and Hispanic students, while substantially higher than those for whites, also continue to show steady declines. Teen births, which strongly influences dropout rates for young women, also continued their decline after an increase in 1989. A slight decline was noted in the number of adults who took the General Education Development (GED) test, as well as in the percentage which met scoring requirements.

Progress Toward Goal 2

- **Successful Students Partnership** — The statewide dropout prevention effort is operating in 40 school districts with high dropout rates. Through building-based school restructuring, the Successful Students' Partnership offers academic support and effective instruction, school-based community services, family involvement, staff development, business-education partnerships, community service learning and linkages with related programs and services. Two-thirds of participating schools have seen improvement in important indicators such as attendance, grade point average, retention in-grade, and graduation rates.
- **Teen Pregnancy and Parenting** — Programs operating in 57 local education agencies provide a wide variety of supportive services for more than 4,400 pregnant and parenting teens, including health screening and referral, parenting education, personal and vocational counseling, special education and vocational programming, food and nutrition education, and access to quality child care. Participants in these Department of Education sponsored programs boast a graduation rate in excess of 90%, while the national average graduation rate for pregnant and parenting tees is at 50%.
- **Summer Training and Education Program (STEP)** — STEP is designed to assist 14- and 15 year-olds to overcome summer learning loss and succeed in school. STEP provides a comprehensive program of summer employment, academic remediation, life skills training and school-year support for more than 1,900 youth in 70 school districts in 16 Job Training Partnership Act Service Delivery Areas across the Commonwealth.
- **Jobs for Pennsylvania Graduates (JPG)** — JPG targets high school seniors who possess few marketable skills, and provides counseling and job readiness skills, as well as intensive job development, placement, and follow-up services. JPG programs are operating in 15 school districts serving over 500 youth in 11 Job Training Partnership Act Service Delivery Areas.

Future Efforts

- **Education Leading to Employment and Career Training (ELECT)** — The Departments of Education and Public Welfare will substantially expand the ELECT program by using state funds to leverage significant federal funds available under the Family support Act. ELECT links schools with public assistance agencies to retrieve and re-enroll in school custodial teen parents who receive Aid to Families with Dependent Children. ELECT provides needed academic and supportive services to assist students to return to and stay in school and to graduate. In all, almost $1 million in state and federal funds will serve more than 300 additional students through the ELECT expansion.
- **Youth Apprenticeship** — Pennsylvania's Youth Apprenticeship Program, already a national model, will be increased substantially during the 1993-94 school year. More than 500 students will participate in new programs in occupational areas such as metal working and health care professions. Even greater expansion could take place during the 1993-94 year as a result of anticipated federal funds for school-to work-transition efforts.
- **Integrating Programs for Disadvantaged Youth** — After several years of implementing various programs for disadvantaged and "at-risk" youth, the Department of Education is consolidating these previously sep-

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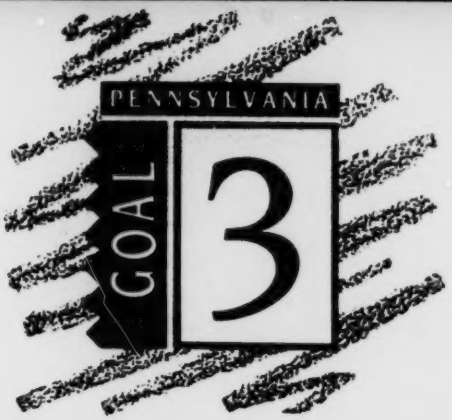
arate efforts into a continuum of services for needy youth. The goal of these efforts will be to create an uninterrupted school based support system for at-risk youth beginning in middle school and continuing through graduation.

- **More School Breakfasts to be Served** – An increase of more than $600,000 in the School Food services program will allow Pennsylvania school districts to provide an additional 1.7 million school breakfasts to low income students in the 1993-94 school year.
- **Enrolling More Eligible Students in Medical Assistance** – Schools will be the focus of significant outreach efforts to enroll eligible students in Medical Assistance, and to ensure that those already enrolled are receiving the services they need.

CONCLUSIONS

Pennsylvania appears to be making real progress in reducing dropout rates for virtually all of its high school students. While the reasons for this trend are complex, it is fair to suggest that the Commonwealth's strong programmatic efforts to build supportive systems to keep kids in schools is an important contributing factor. And, while the number of GED test-takers and successful completers is down slightly, Pennsylvania continues to be a national leader in helping adults gain this important credential. In short, Pennsylvania is well positioned to achieve the second National Education Goal.



STUDENT ACHIEVEMENT AND CITIZENSHIP

"By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

Objectives — Goal 3

- ☐ "The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole."
- ☐ "The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially."
- ☐ "All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility."
- ☐ "The percentage of students who are competent in more than one language will substantially increase."
- ☐ "All students will be knowledgeable about the cultural diversity of this nation and about the world community."

Outcomes and Measures — Goal 3

This section includes data bearing on Goal 3 and its related objectives. Measures detailed include information such as:

- ☐ description of Pennsylvania Assessment System
- ☐ results of Pennsylvania Writing Assessment
- ☐ Scholastic Aptitude Test (SAT) scores
- ☐ Advanced Placement scores
- ☐ vocational skills test scores.

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National Assessment of Educational Progress — 4th Grade Reading

The 1992 National Assessment of Educational Progress (NAEP) Report on Reading was issued this year. The overall proficiency of 4th grade public school students from Pennsylvania on the NAEP reading scale was 222. This proficiency was higher than that of students across the nation (216). There was a wide range of student performance, with the lowest performing 10% of the fourth graders from Pennsylvania having proficiency levels below 177 while the top 10 percent of the fourth graders had proficiency levels above 263.

In Pennsylvania 64 percent of the fourth graders in public schools were at or above the basic level, 28% were at or above the proficient level, and 4% were at or above the advanced level. A greater percentage of students in Pennsylvania (28%) than across the nation (24%) were at or above the proficient level.

The Pennsylvania Assessment System

In 1991-92, the Department of Education instituted a new assessment system, which will provide a broad, school-based assessment of selected curriculum areas: Reading at grades 5, 8 and 11; Writing samples at grades 6 and 9; and Mathematics at grades 5, 8 and 11. However, in 1992-93, due to a delay in the adoption of new education regulations, the participation in the assessment was completely voluntary. Because of this, control of the proportional representation throughout the state could not be maintained. Even though one-third of the schools were assessed, the 1992-93 sample is deficient in representation of certain communities.

1992 and 1993 State Results for Reading: Percentage Correct*

	Grade 5		Grade 8		Grade 11
	1992	1993	1992	1993	1993
Total Score	63.6	61.6	63.7	59.7	69.2

1992 and 1993 State Results for Mathematics: Percentage Correct*

	Grade 5		Grade 8		Grade 11
	1992	1993	1992	1993	1993
Total Score	58.6	56.3	58.6	59.4	53.4

Writing Assessment Results for 1991 through 1993*
Percent Scored at or above Standard

	1991	1992	1993
Grade 6	41	53	54
Grade 9	72	78	76

***NOTE:** Due to the voluntary nature of participating in the 1993 assessment, a proportionally representative sample of the state was not maintained.

Average SAT Scores, 1988-93

United States		
Year	**Verbal Score**	**Math Score**
1988	428	476
1989	427	476
1990	424	476
1991	422	474
1992	423	476
1993	424	478

Source: The College Board

Pennsylvania				
Year	**Number of SAT Takers**	**% of High School Seniors Taking SAT**	**Verbal Score**	**Math Score**
1982	87,039	52%	424	461
1988	92,123	63%	424	462
1989	87,610	63%	423	463
1990	83,036	64%	420	463
1991	82,022	67%	417	459
1992	81,882	68%	418	459
1993	83,072	70%	418	460

Source: The College Board

Scholastic Aptitude Tests

Scholastic Aptitude Tests are designed to predict how well high school students will perform at institutions of higher education. They do not measure what a student has learned. Rather, they suggest how well a student is capable of learning and doing in higher education. However, with motivation and support students with low SAT scores can be successful in higher education. This chart depicts number and percentage of SAT takers and results over several years. It is important to note the recent growth in percentage of SAT takers, which suggests growing interest among more students in attending postsecondary education. 70% of Pennsylvania's students take the SAT, while the National average is 43%. Pennsylvania's college-bound students showed a slight improvement in their scores.

College Board Advanced Placement Exams, 1990-93

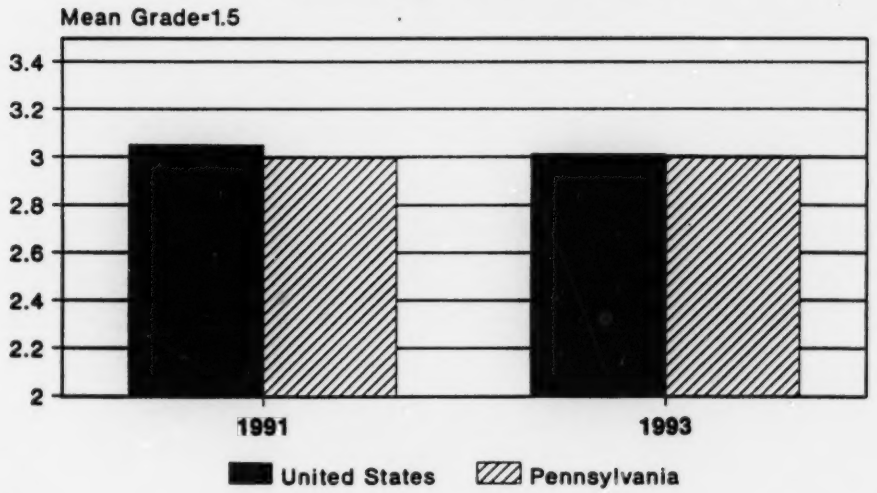
Subject	U.S. Students Taking Exam		Scored Qualified or Above		PA Students Taking Exam		Score Qualified or Above	
	1990	1993	1990	1993	1990	1993	1990	1993
U.S. History	92,449	114,541	55%	54%	3,553	3,900	56%	57%
English Language	25,405	35,741	61%	58%	851	1,196	66%	63%
English Literature	97,733	123,532	72%	68%	4,036	4,896	74%	70%
European History	24,180	30,486	74%	71%	1,215	1,616	74%	72%
Art History	3,109	4,708	78%	73%	61	64	70%	77%
Art Studio (General)	2,722	1,922	77%	70%	90	115	83%	78%
Music Theory	1,121	1,996	67%	68%	42	56	74%	68%
French	9,996	11,850	65%	61%	431	366	55%	53%
German	2,228	2,864	67%	69%	139	118	55%	57%
Spanish	21,141	30,488	78%	77%	467	588	59%	57%

Source: The College Board

College Board Advanced Placement Exams

Advanced Placement examinations are administered on a voluntary basis to high school students who complete advanced coursework in a variety of subjects. If scores on these exams are at high enough levels, then students may be granted credit in that subject by an institution of higher education. These data for English, history, arts, and language show the number of Pennsylvania students taking the AP exams in 1990 and 1991, and the percentage that scored well enough to earn a recommendation for credit and/or advanced placement. (Math and science scores are included in Goal 4.)

Advanced Placement Exams
U.S. and PA Mean Grades, 1991-93



College Board

U.S. and PA Mean Grades — Advanced Placement

Although the mean score for Pennsylvania students taking AP exams remained constant at 3.0 in 1991 and 1993, the National score decreased from 3.05 to 3.01.

Pennsylvania Skills Certificate Program, 1989-93

Four-Year Summary				
Year	No. of Schools	No. of Tests Administered	No. of PSC Awarded	% of Students Receiving PSC
1989	116	5,539	2,106	38%
1990	94	4,500	1,754	39%
1991	76	3,214	1,307	40%
1992	67	3,229	1,244	39%
1993	72	3,377	1,211	36%

Pennsylvania Department of Education

Pennsylvania Skills Certificate for Vocational Students

The Pennsylvania Skills Certificate program is a special award designed to recognize high achievement by vocational education students. Offered on a voluntary basis by vocational schools and school districts, competencies are measured in 58 separate occupational areas. To receive the Skills Certificate, a student must pass a written examination testing understanding of principles and problem solving in the context of vocational training, and also score highly on a performance test designed to assess students' abilities to do the job. The declines in numbers of participating schools and students in the last three years could reflect the fact that schools must now bear the costs of their students' tests, whereas in 1989 the state covered these costs.

SUMMARY

Goal 3 — Student Achievement and Citizenship

School year 1992-93 was the second year in which the new Pennsylvania Assessment System examinations were administered. Student achievement on these assessments showed slight declines in mathematics and reading in grades 5 and 8, and writing in grade 9, and slight improvements in writing in grade 6. Pennsylvania students scored above the national average on the National Assessment of Education Progress (NAEP) 4th and 8th grade mathematics tests, and showed improvement in each of the three attainment levels (basic, proficient and advanced) between 1990 and 1992 (data for NAEP is included under Goal 4). Pennsylvania students improved their Scholastic Aptitude Test (SAT) scores in mathematics and remained at the same level on the verbal portion. These scores are below national averages, but Pennsylvania's participation rate, now at 70%, is substantially greater than the national norm of 43%. Pennsylvania students showed slight declines in most subject areas tested by Advanced Placement between 1990 and 1993, but the percentage of students taking these examinations increased dramatically during this period, while only a slight increase was shown nationwide. The percentage increase in Pennsylvania was due to increased numbers of minority students taking Advanced Placement exams. While Pennsylvania's mean score for students taking Advanced Placement exams remained constant at 3.0 from 1990 to 1993, the national score decreased from 3.05 to 3.01.

Progress Toward Goal 3

- **Education Reform** — This year, Pennsylvania adopted education regulations which establish the framework for school reform throughout the State. They replace the old graduation requirements which specified that students would spend a certain number of hours studying various subjects with requirements which spell out what each student must be able to do before graduation. The regulations contain higher expectations for schools and require increased academic achievement by all students. They strengthen academic requirements for vocational-technical education. They give greater control to local schools, expand parental rights in the educational process, create goals for quality education and define the strategic planning process each district must follow.

- **Assessment and Accountability** — Pennsylvania's success will be measured by participation in a multi-state assessment system from the New Standards Project at the University of Pittsburgh. The Commonwealth also will conduct a comprehensive academic assessment program at the state and local levels to let parents, students and educators know if the reforms are producing higher academic achievement at the school building and school district level.

- **Enhancing the Professionalism of Teachers** — Pennsylvania has undertaken a number of reform measures based largely on the Carnegie Forum report entitled A Nation Prepared. Good examples include:

  - **Lead Teachers** — More than 12,000 teachers have received training as Lead Teachers through nine Lead Teacher Centers.

  - **Continuing Professional Development** — Since 1988, the Commonwealth has required every school district to plan for and provide opportunities for teachers to gain additional professional knowledge and to involve teachers in developing those opportunities.

  - **Loan Forgiveness for Urban and Rural Teachers** — The Commonwealth provides college loan forgiveness to teachers who agree to teach in designated urban and rural schools.

  - **Induction** — Since 1986, all new teachers must receive one year of induction or mentoring under the guidance of an experienced teacher.

  - **Teacher salary increases** — In 1987, the minimum teacher salary increased to 18,500.

- **PennSERVE** — Pennsylvania has made the integration of service learning into the core of educational practice a priority. Grants have been awarded to 129 schools; teacher training has been provided to 2,000

teachers; a network of 12 regional fellows provide local guidance and support to service learning efforts. PennSERVE also has expanded opportunities for paid full-time community service through a network of conservation corps. The Pennsylvania Conservation Corps and a network of 11 local conservation corps enrolls 800 youths year round. A summer corps program enrolls 6,000 in conservation and service work with a strong educational component. Foundation support has allowed the launching of The Institute for Service Learning which provides training and research support to schools and nonprofit organizations.

- **Instructional Support Teams (IST)** — The Special Education Regulations and Standards stipulate that each elementary aged student who experiences academic difficulty will have access to instructional support. All school districts in the commonwealth are required to institute the Instructional Support Team process by 1995. Instructional support is a team approach to assessment and intervention procedures which assure students receive effective instructional programs as well as other school services that will meet their learning needs. Approximately 400 school districts are participating in 1993-94, the fourth year of the initiative. During the first year of implementation, 1990-91, participating districts reported a 41% reduction in students going into special education those districts also reported a 17% reduction in retentions.

  Secondary Instructional Support provides strategies and interventions for students at risk of academic failure. It may be described as a collaborative effort which utilizes instructional techniques and classroom management. During 1992-93, the first year of the initiative, 59 school districts participated in Secondary Instructional Support. That number will increase to 110 during the 1993-94 school year.

- **GATEWAYS** — The GATEWAYS initiative focuses on the integration and inclusion of students with severe disabilities within their neighborhood schools in an effort to teach students the social, communication, and functional skills necessary to live in the community.

- **Equity Academy** — The Department of Education has launched an important new initiative designed to overcome gaps in achievement of racial and language minority students. The Equity Academy is a process of planned educational change designed to increase the academic achievement of minority youngsters. Through the Academy, teachers learn how to overcome patterns of behavior which prevent student success, and are exposed to new techniques to help all students achieve success.

- **Schools Cooperation Committee** — In 1987, Governor Casey created the Schools Cooperation Committee, which combines the efforts of the state Departments of Education and Labor and Industry with the state leadership of all of the major education associations. The committee seeks to forge non traditional approaches to labor-management relationships in schools with a goal of reducing teacher strikes. The committee has held area-wide conferences to focus the attention of unions, school boards and administrative staff on models of school cooperation. The committee continues to meet on a monthly basis and discuss current school management and labor issues.

Future Efforts

- **School Performance Incentives** — Establish a comprehensive system of reward for schools showing strong improvement in academic achievement and related outcomes.

- **Local Strategic Planning Efforts** — With the final approval of curriculum and assessment regulations, local school districts will begin to develop required strategic plans which will demonstrate how their students will meet state mandated student learning outcomes. The Department of Education will work closely with all school districts, and particularly with the one-third whose plans are due in 1994, to assist them in designing appropriate plans.

- **New Standards Project (NSP)** — Work with the New Standards Project will accelerate. Pennsylvania teachers will be trained in the design and administration of alternative "authentic" assessments, and the Department of Education will continue to refine state-level assessments based on the state-of-the-art techniques designed by and with the NSP.

- **Civic Education Summit** — A major conference, entitled "Civic Education and the Future of American Democracy", will be held in 1994 to address important issues in civic education, including historical and philosophical roots of American democracy, the importance of informed decisionmaking on public policy at state, local and national levels; and the value of citizenship and community service.
- **Pennsylvania 2000 Focus on Standards and Assessment** — Pennsylvania 2000, a statewide coalition of business, education and state government leaders focused on education reform, will devote significant energy to working with the Department of Education in efforts to design content and performance standards, and to improve the quality of educational assessment in Pennsylvania.
- **Focus on Middle Level Instruction** — The Department of Education will expand its efforts to work with teachers and principals of middle and intermediate level schools. In cooperation with the Pennsylvania Middle School Association, a middle level task force will be formed to identify and address issues and problems of middle level education, and to assist in the dissemination of proven instructional and programmatic practices to middle level educators.

CONCLUSIONS

The declines in scores on this year's Pennsylvania Assessment System examinations, while disappointing, are largely due to the inability to maintain a proportional representative sample of participating school districts in this year's voluntary program. Because the examinations are now mandatory, this lack of proportional representation will not occur in the future. In general, Pennsylvania students fare well on national examinations, particularly given the high participation rates of our students. The increased participation of Pennsylvania's minority students on Advanced Placement exams is very encouraging. With the final adoption of Pennsylvania's new performance-based education system, we should see steady improvements in all areas of academic achievement.

SCIENCE AND MATHEMATICS

"By the year 2000, U.S. students will be first in the world in mathematics and science achievement."

Objectives — Goal 4

- ☐ "Math and science education will be strengthened throughout the system, especially in the early grades."
- ☐ "The number of teachers with a substantive background in mathematics and science will increase by 50%."
- ☐ "The number of U.S. graduate and undergraduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly."

Outcomes and Measures — Goal 4

This section includes data bearing on Goal 4 and its related objectives. Measures detailed include information such as:

- ☐ performance on the National Assessment of Education Progress math exam
- ☐ Advanced Placement scores on mathematics and science-related exams
- ☐ proportions of students taking math and science
- ☐ time spent on math and science on elementary classrooms
- ☐ percentages of minority teachers of math, science, and other subjects
- ☐ other information on degrees, credentials, and certificates issued to teachers and others in fields relating to math and science.

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National Assessment of Educational Progress (NAEP) — Mathematics

The 1992 National Assessment of Educational Progress (NAEP) Report on Mathematics was issued on Thursday, April 8, 1993. The NAEP test was given to 8th grade students in 1990 and 4th and 8th grade students in 1992. The following is a summary of Pennsylvania's performance:

- **Grade 4** — The average proficiency of public school students from Pennsylvania on the NAEP mathematics scale was 223. This proficiency was higher than that of students across the nation (217).

  Almost two-thirds of the students in public schools in Pennsylvania (66 percent), versus 59 percent in the nation, are at or above the Basic level. About one quarter of the students in Pennsylvania (23 percent), versus 18 percent in the nation, are at or above the proficient level. Three percent of the students in Pennsylvania, versus 2 percent in the nation, are at or above the Advanced level.

- **Grade 8** — The average proficiency of public school students from Pennsylvania on the NAEP mathematics scale was 271. This proficiency was higher than that of students across the nation (266).

  Two-thirds of the public school students in Pennsylvania (67 percent), versus 61 percent in the nation, are at or above the Basic level, while about one quarter of the students in Pennsylvania (26 percent), versus 23 percent in the nation, are at or above the Proficient level. Three percent of the students in Pennsylvania and three percent in the nation are at or above the Advanced level.

- **1990 vs 1992 — Grade 8** — The average proficiency of public school students in Pennsylvania in 1992 was slightly improved over 1990 (271 in 1992 and 266 in 1990).

  Pennsylvania showed slight improvement in all three levels from 1990 to 1992: Basic — 67 percent in 1992 compared to 63 percent in 1990; Proficient — 26 percent in 1992 compared to 21 percent in 1990; and Advanced — 3 percent in 1992 compared to 2 percent in 1990.

- **Comparison to other states** — Pennsylvania ranked 12th among all states in comparison of Average Proficiency on the 4th grade 1992 exam and 15th on the 8th grade exam.

College Board Advanced Placement Exams, 1990-93

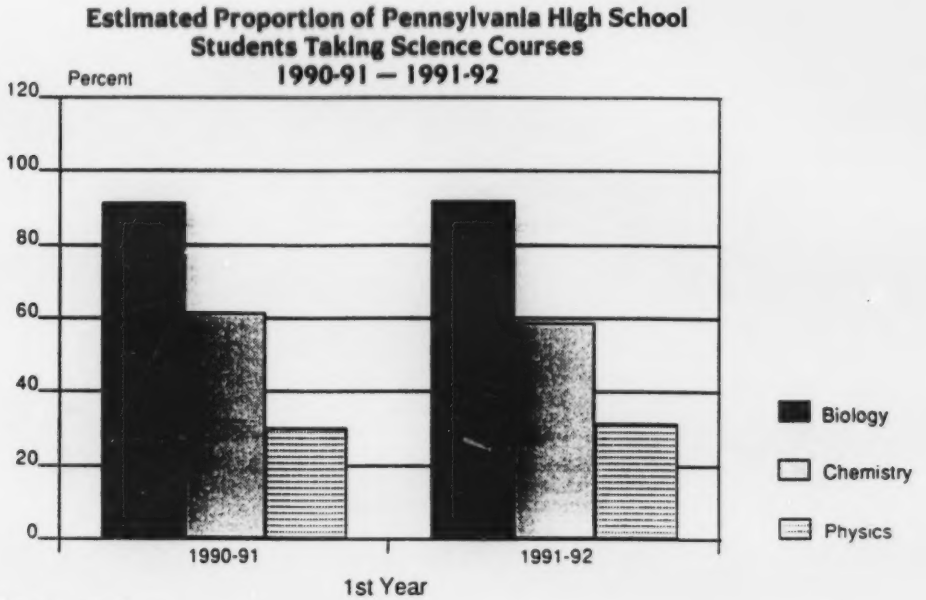
	U.S. Students Taking Exam		Scored Qualified or Above		PA Students Taking Exam		Scored Qualified or Above	
Subject	**1990**	**1993**	**1990**	**1993**	**1990**	**1993**	**1990**	**1993**
Biology	32,643	46,948	62%	62%	1,160	1,497	50%	61%
Chemistry	19,289	29,425	64%	59%	920	1,182	60%	63%
Math/Calc. AB	62,676	85,351	72%	68%	2,662	3,536	69%	67%
Math/Calc. BC	13,096	16,594	82%	78%	399	510	85%	82%
Physics B	8,826	13,987	61%	63%	276	433	64%	65%
Physics C Mech	5,499	8,038	74%	74%	215	355	84%	81%
Physics C E&M	3,351	4,304	68%	66%	135	207	67%	61%

Source: The College Board

NOTE: Math/Calc. AB, Math/Calc. BC, Physics B, Physics C Mech, Physics C E&M are terms used to demote different areas emphasized in certain math and physics advanced placement exams.

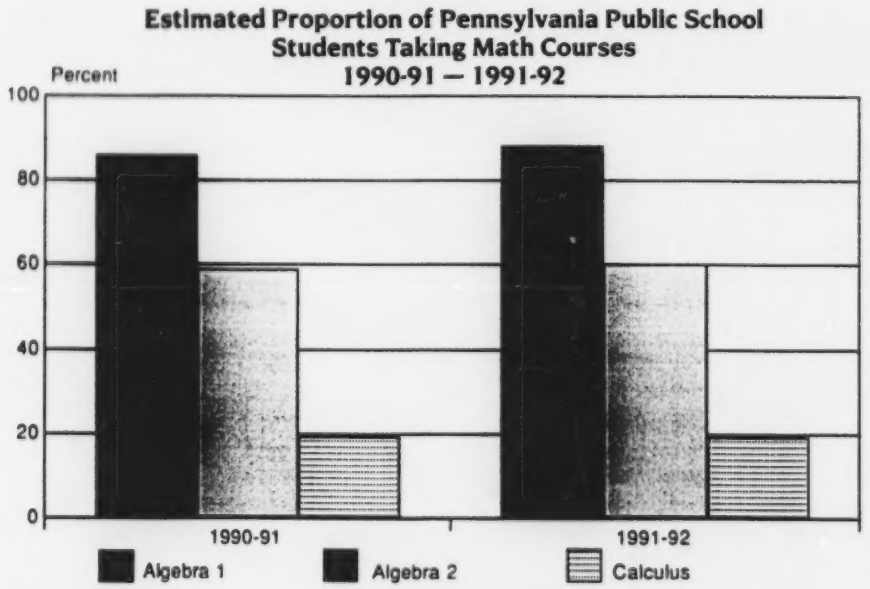
Advanced Placement Exams — Mathematics and Science

This chart shows numbers of Pennsylvania students taking advanced placement exams in several areas of mathematics and sciences, and the percentage of those who scored well enough to be recommended for credit and/or advanced placement at a higher education institution.



Council of Chief State School Officers

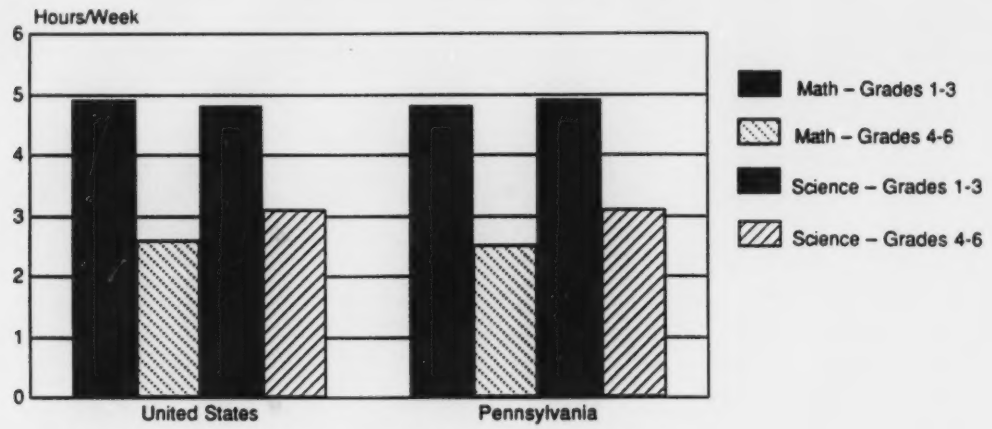
This chart indicates the percentages of students taking science courses such as biology, chemistry, and physics in Pennsylvania.



PA Department of Education

This chart depicts percentages of Pennsylvania students taking algebra 1, algebra 2, and calculus.

Elementary Class Time on Math & Science, 1990-91

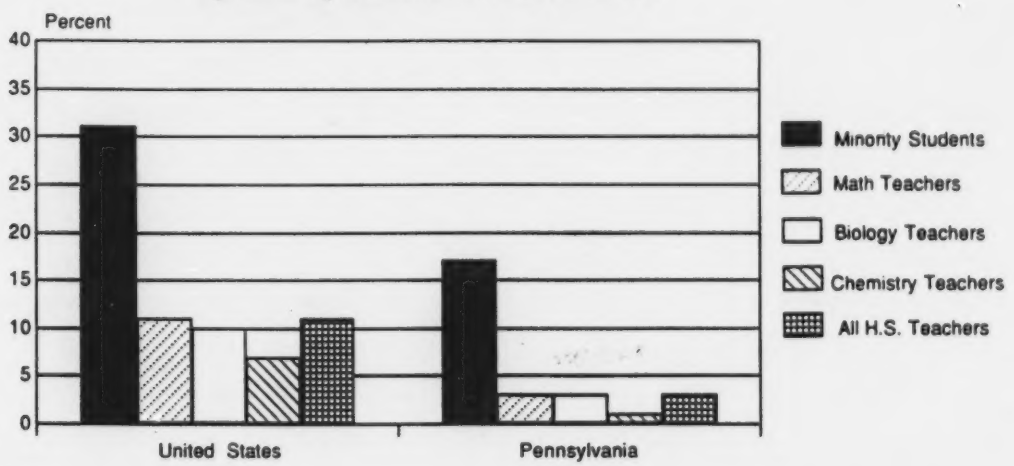


National Center for Education Statistics

Elementary Class Time on Mathematics and Science

This chart indicates average numbers of hours per week spent on math and science in elementary schools in Pennsylvania and nationally.

Minority Teachers in Math & Science
By Minority Students in State, 1991-92



PA Department of Education

Minority Teachers in Math and Science

This chart arrays Pennsylvania and national data describing the percentages of minority students, and the percentages of minority teachers in math, sciences, and all subjects. Pennsylvania has a lower percentage of minority students than the nation as a whole, and also has a lower percentage of minority teachers.

The summaries below are based on a sample survey conducted nationally which included teachers from Pennsylvania.

Public School Teachers Survey
Math and Science, 1991-92

	Math Teachers Field of Major	Percent with Degree in Field
United States	Math Other	69% 31%
Pennsylvania	Math Other	84% 16%

	Science Teachers Field of Major	Percent with Degree in Field
United States	Science Other	79% 21%
Pennsylvania	Science Other	83% 17%

National Center for Education Statistics

Teacher Credentials

This chart contains information relating to the degrees and certificates of Pennsylvania public school mathematics and science teachers, and those sampled nationally.

Number of Mathematics and Science Teachears
in Grades 9-12, 1991-92

	1991-92
Mathematics	6,443
Chemistry	1,065
Physics	693
Biology	1,939

Source: Council of Chief State School Officers

Classroom Teachers in Math and Science

A new indicator for this year is the number of math and science teachers in grades 9-12.

Degrees Conferred in Math and Science
1990-91 Through 1991-92

	Engineering							
	1990-91				1991-92			
	Bachelor's Degrees		Doctor's Degrees		Bachelor's Degrees		Doctor's Degrees	
	Men	Women	Men	Women	Men	Women	Men	Women
Non-Resident Alien	135	15	144	10	100	17	141	10
Black, Non-Hispanic	61	30	1		66	33		
American Indian	3	1	1					
Asian/Pacific	169	45	21	3	176	39	19	6
Hispanic	29	11	4		23	9	2	1
White, Non-Hispanic	2,866	467	129	20	2,905	470	137	21
Totals	3,263	569	300	33	3,270	568	299	38

	Physical Sciences							
	1990-91				1991-92			
	Bachelor's Degrees		Doctor's Degrees		Bachelor's Degrees		Doctor's Degrees	
	Men	Women	Men	Women	Men	Women	Men	Women
Non-Resident Alien	21	3	59	10	30	7	63	17
Black, Non-Hispanic	22	19	1		22	16		
American Indian			1		1	1		
Asian/Pacific	25	21	7	3	31	21	7	2
Hispanic	4	6	2		6	3	1	3
White, Non-Hispanic	780	368	112	23	813	385	92	26
Totals	852	417	182	36	903	433	163	48

	Mathematics							
	1990-91				1991-92			
	Bachelor's Degrees		Doctor's Degrees		Bachelor's Degrees		Doctor's Degrees	
	Men	Women	Men	Women	Men	Women	Men	Women
Non-Resident	15	4	14	5	9	10	13	4
Black, Non-Hispanic	12	15			11	8		
American Indian	1				1			
Asian/Pacific	14	12	7	1	12	11	5	
Hispanic	1	2	1	1	4	2		
White, Non-Hispanic	502	473	16	2	525	487	15	5
Totals	545	506	38	9	562	518	33	9

Pennsylvania Department of Education

Degrees Conferred

This table lists the number of bachelor's and doctoral degrees conferred by Pennsylvania higher education institutions in 1990-91 and 1991-92 in the areas of engineering, physical sciences, and mathematics.

SUMMARY

Goal 4 — Science and Mathematics

Pennsylvania students scored above the national average on the National Assessment of Education Progress (NAEP) 4th and 8th grade mathematics tests, and showed improvement in each of the three attainment levels (basic, proficient and advanced) between 1990 and 1992. Pennsylvania students who take advanced placement coursework and exams performed reasonably well this year, exceeding the average success rate in four exams and falling below the rate in three others. However, comparing Pennsylvania students' success rate from 1990 to 1993, improvements were made on only three of seven exams. Pennsylvania students average score improved one point on SAT math scores, and the percentage of students taking the exams continues to rise. However, scores remain below the national average.

The percentages of Pennsylvania students taking coursework in mathematics and the sciences changed slightly between 1990-91 and 1991-92, with modest increases in beginning work and small decreases in some advanced courses. Data describing the credentials of Pennsylvania math and science teachers indicate that higher percentages of Commonwealth instructors held degrees in their subject area specialties than the national average.

Data describing degrees granted in engineering, physical sciences and mathematics have shown some increase in the number of Pennsylvanians receiving bachelor degrees in these subject areas in 1992 than in 1991. However, a slight decrease in the number of doctoral degrees is shown for the same time period.

Progress Toward Goal 4

- **Governor's School for the Sciences** — Housed at Carnegie Mellon University, the Governor's School for the Sciences provides advanced work in the sciences during the summer for highly talented Pennsylvania high school youth.

- **Higher Education Partnership** — Funded through federal sources, the Pennsylvania Department of Education directs support to partnerships between higher education institutions and local school districts or consortia designed to improve the quality of math and/or science instruction.

- **Educational Opportunity Professional Education Program (EOPEP)** — To promote an increase in the number of African American students pursuing post-baccalaureate degrees, the Commonwealth operates EOPEP, a scholarship program for black graduates of Pennsylvania public institutions who wish to pursue graduate and professional degrees.

- **Tuition Support** — The Pennsylvania Science Teacher Education Program, administered by the Pennsylvania higher Education Assistance Agency (PHEAA), provides $1 million annually to remit tuitions for elementary and secondary science teachers to upgrade their skills.

- **PSInet** — This electronic forum links Pennsylvania mathematics and science teachers for the purpose of exchanging information and sharing curriculum. It also provides schools with statewide rights to mathematics and science instructional television programs.

- **Summer Intensive Science and Mathematics Project** — This program targets Latino students in major urban areas for intensive mathematics and science instruction and projects during the summer months.

- **Commonwealth Elementary Science Teaching Alliance (CESTA)** — CESTA operates through the Franklin Institute in Philadelphia. It is designed to coordinate and deliver hands-on science instruction for elementary school teachers. In three years, this statewide project has trained over 7,500 teachers.

Future Efforts

- **Further Participation in NAEP** – Pennsylvania will continue its participation in the National Assessment of Education Progress State Trials, which will provide snapshots of how well students are progressing in math, science and other subjects in grades 4, 8 and 12.
- **Refinements to Mathematics Assessments** – Working with the New Standards Project, the Department of Education will continue to refine statewide mathematics assessments and work with local educators to improve the caliber of local assessment in mathematics and science.
- **Curriculum Frameworks** – The Department of Education expects to begin work on the development of curriculum frameworks for mathematics and science instruction. These frameworks will reflect national standards, and will develop guidelines for teacher education and certification.
- **Urban Systemic Initiative** – The School District of Philadelphia is working with the National Science Foundation to develop strategies to increase mathematics and science achievement for district youngsters. The initiative seeks to involve community and business resources in a comprehensive approach which should reach all schools during the five-year life of the program.
- **Gender Equity** – The Department will expand its efforts to assist teachers and administrators to engage girls and young women in challenging mathematics and science curricula, and to expand their awareness of educational professional opportunities available to them. Research demonstrates that in the middle school years girls are not aware of how important mathematics and science coursework can be to their futures and, therefore, they tend to lose interest in such material. Further, teachers and administrators can unintentionally reinforce gender stereotyping. Department of Education efforts are designed to reverse these trends, and to result in increasing numbers of girls and young women opting for rigorous coursework and non-traditional career paths.

CONCLUSIONS

Although, as described in Goal 3, Pennsylvania students showed some decline in scores on this year's Pennsylvania Assessment System for mathematics, this can be explained by the lack of a truly representative sample taking the test. Next year's test will be mandatory for all school districts and should provide better data. An encouraging note can be taken from the National Assessment of Educational Progress (NAEP) 4th and 8th grade mathematics tests in which Pennsylvania's students performed above the national average or showed improvement over the 1990 exams.

ADULT LITERACY AND LIFELONG LEARNING

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Objectives — Goal 5

- ☐ "Every major American business will be involved in strengthening the connection between education and work."
- ☐ "All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs."
- ☐ "The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially."
- ☐ "The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially."
- ☐ "The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially."

Outcomes and Measures — Goal 5

This section includes data bearing on Goal 5 and its related objectives. Measures detailed include information such as:

- ☐ post-high school activity of graduates
- ☐ numbers of recipients of grants for higher education
- ☐ retention rates of freshmen at state-supported higher education institutions
- ☐ enrollments in vocational and adult education programs
- ☐ enrollments in programs funded through the New Directions for Employment and Job Training Partnership Act.

Post High School Activity of High School Graduates (1990-91)

State Total	American Indian/ Alaskan Native		Asian/ Pacific Islander		Black Not Hispanic Origin		Hispanic		White Not Hispanic Origin		Total		Total All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Community College	3	6	93	93	550	900	117	210	4.181	5.016	4.944	6.224	11.168
Private 2-yr College			8	5	48	90	6	12	457	685	519	792	2.311
State University	3	5	125	149	466	605	54	76	6.056	7.271	6.703	8.106	14.810
State-Related University	5	6	156	175	320	402	38	45	5.336	4.863	5.855	5.491	11.346
Private 4-yr Coll/Univ	5	4	185	193	219	331	35	40	4.540	5.316	4.984	5.884	10.868
Other post-2nd AST/ASB	3	1	10	12	134	191	16	20	1.802	2.100	1.966	2.324	4.290
Other post-2nd nondeg	3	2	7	14	162	187	18	36	1.433	2.151	1.623	2.390	4.013
2-yr College (out PA)	1	1	4	1	69	35	7	7	501	574	582	618	1.200
4-yr Coll/Univ (out PA)	6	6	148	172	426	565	49	50	4.308	4.451	4.937	5.244	10.181
Other post-2nd (out PA)	2		10	7	18	17	4	7	301	383	335	414	749
Farm Workers					1				447	34	449	34	483
Homemakers		1		8	6	140	1	28	24	998	31	1.175	1.206
Military	2		20	7	378	111	58	15	3.817	562	4.275	695	4.970
White Collar Workers	2	1	7	10	175	261	21	58	924	1.999	1.079	2.329	3.408
Blue Collar Workers	4		16	8	275	146	64	15	5.366	1.259	5.725	1.428	7.153
Service Workers	2	6	20	18	247	286	33	53	2.184	3.236	2.486	3.599	6.085
Unemployed			16	10	199	226	38	37	1.962	1.802	2.215	2.075	4.290
Unknown	3	3	47	28	620	561	71	104	3.058	2.744	3.799	3.440	7.239
Total Graduates	44	42	872	910	4.263	5.054	630	813	46.699	45.443	52.508	52.262	104.770

Pennsylvania Department of Education

Post High School Activity of High School Graduates (1991-92)

State Total	American Indian/ Alaskan Native		Asian/ Pacific Islander		Black Not Hispanic Origin		Hispanic		White Not Hispanic Origin		Total		Total All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PA Community Coll	8	7	156	160	666	980	147	205	4.522	5.435	5.499	6.787	12.286
PA Private 2-yr Coll	1	2	4	19	51	111	7	23	430	679	493	834	1.327
PA State Universities	5	3	134	105	442	542	52	80	5.689	7.016	6.322	7.746	14.068
PA State-Related Univ	6	8	208	173	355	558	46	56	5.484	5.196	6.099	5.991	12.090
PA Private 4-yr Coll	2	8	223	208	244	369	31	60	4.412	5.689	4.912	6.334	11.246
PA Other Post-2nd Deg		1	21	13	93	132	25	23	1.810	2.071	1.949	2.240	4.189
Pennsylvania	22	29	746	678	1.851	2.692	308	447	22.347	26.086	25.274	29.932	55.206
Non PA 2-yr Coll	2		10	11	64	44	12	10	447	516	535	581	1.116
Non PA 4-yr Coll	5	6	152	145	449	542	62	48	4.278	4.454	4.946	5.195	10.141
Outside Pennsylvania	7	6	162	156	513	586	74	58	4.725	4.970	5.481	5.776	11.257
Total College-Bound	29	35	908	834	2.364	3.278	382	505	27.072	31.056	30.755	35.708	66.463
PA Other Non-Deg	4	1	12	14	173	201	24	34	1.354	1.952	1.567	2.202	3.769
Non PA Other Post-2nd			9	10	27	25	8	5	379	387	423	427	850
Farm Workers	1						1		427	57	429	57	486
Homemakers		1	1	9	2	150	1	25	6	853	10	1.038	1.048
Military	5		23	7	352	117	79	19	3.829	594	4.288	737	5.025
White Collar Workers	1	1	24	34	148	280	20	38	750	1.646	943	1.999	2.942
Blue Collar Workers	3		36	9	327	112	76	23	4.956	1.115	5.398	1.259	6.657
Social Workers	2	1	24	39	260	289	43	41	2.139	3.153	2.468	3.523	5.991
Unemployed	2	1	20	18	252	208	48	44	1.924	1.656	2.246	1.927	4.173
Unknown	7	3	39	26	377	317	76	77	3.031	2.524	3.530	2.947	6.477
Total Other Activity	25	8	188	166	1.918	1.699	376	306	18.795	13.937	21.302	16.116	37.418
Total Graduates	54	43	1.096	1.000	4.282	4.977	758	811	45.867	44.993	52.057	51.824	103.881

Pennsylvania Department of Education

Post High School Activity of High School Graduates

This table indicates the activities of 1991 and 1992 high school graduates, including postsecondary education and/or training and employment by race/ethnicity and gender. There has been a decrease of nearly 900 graduates in the one-year period. These charts are based on reports made by individual school districts.

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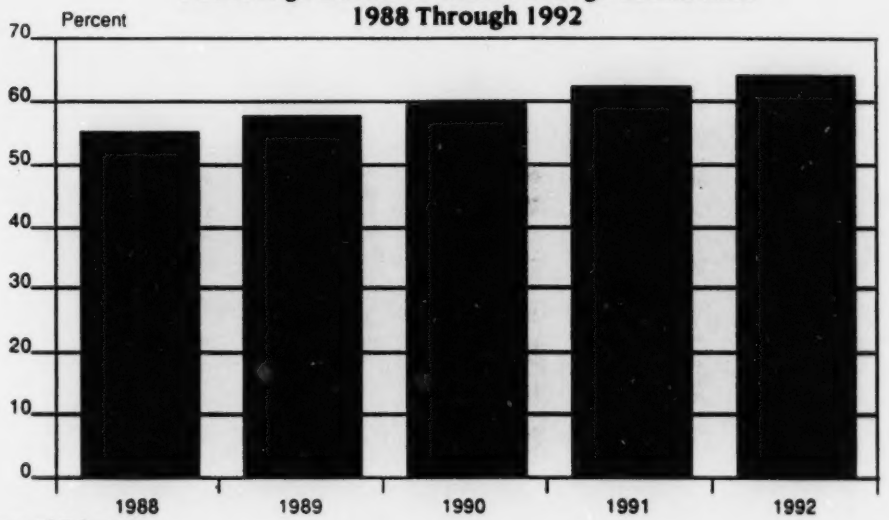
Public High School Graduate College-Bound Rate
1988 Through 1992

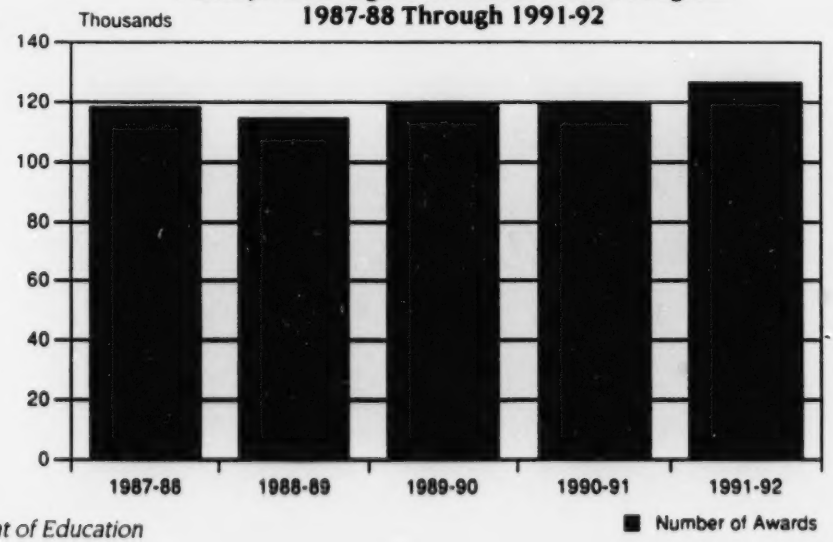


PA Department of Education

Postsecondary Participation Rates

In increasing proportions, high school seniors report their intention to pursue college or other postsecondary education. This chart shows the steady growth in student postsecondary participation since 1988.

Pennsylvania Higher Education Grant Program
1987-88 Through 1991-92



PA Department of Education

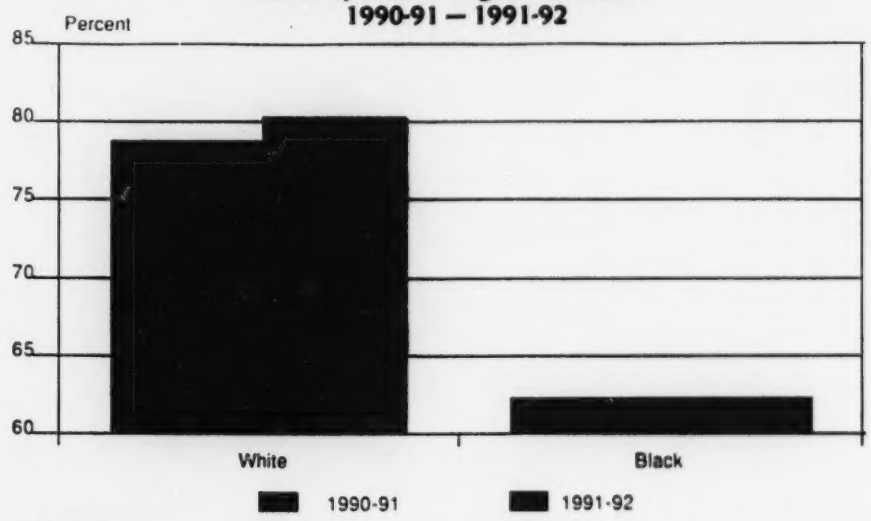
PA Higher Education — Grant Programs

Perhaps the greatest barrier to postsecondary education today is its cost. This graph indicates the growth in the number of Pennsylvania students receiving grants from state sources from 1987-88 to 1991.

Retention Rates

As important as it is for students to decide to attend higher education institutions, it is equally important that they stay enrolled. These graphs depict the percentages of students, white and black, in the State System of Higher Education, the State-Related Universities, and community colleges who remain enrolled after their freshman year.

One-Year Retention Rates of Freshmen at Pennsylvania's Colleges
State System of Higher Education
1990-91 — 1991-92

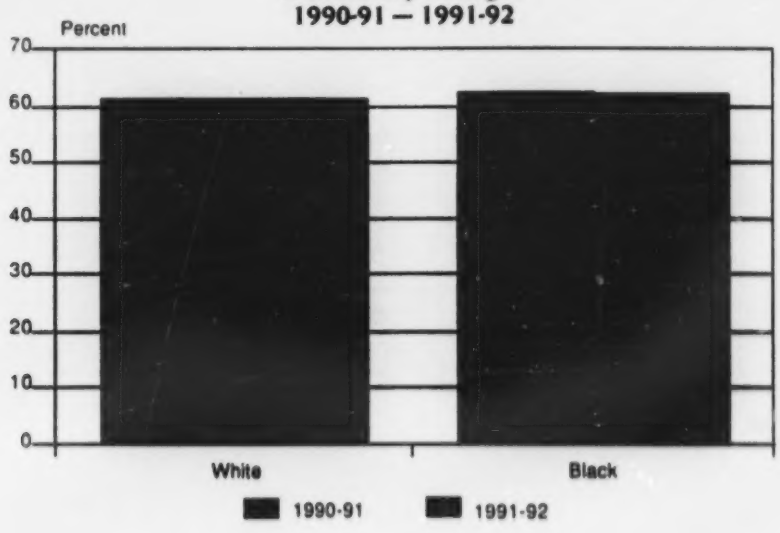


PA Department of Education

One-Year Retention Rates of Freshmen at Pennsylvania's Colleges
State-Related Universities
1990-91 — 1991-92

PA Department of Education

One-Year Retention Rates of Freshmen at Pennsylvania's Colleges
Community Colleges
1990-91 — 1991-92



PA Department of Education

Students in Adult Education Programs
1987 Through 1992

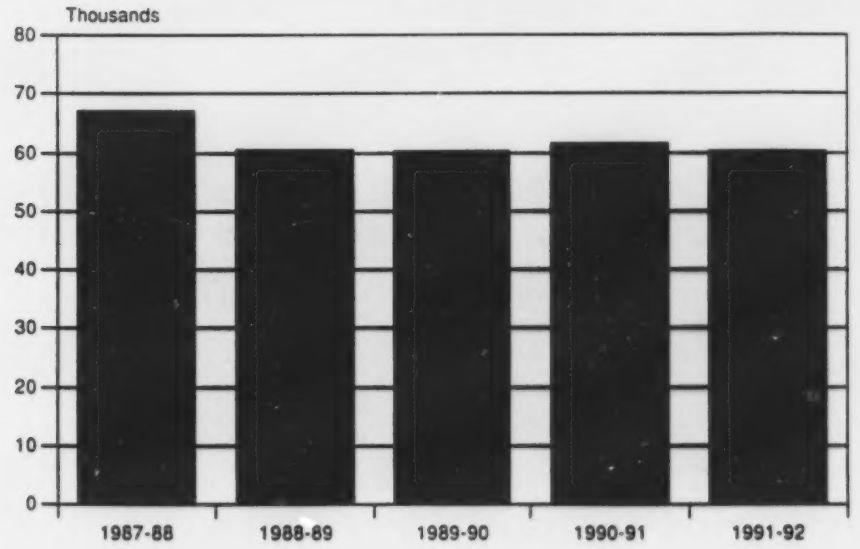
Enrollment Level	1987-88		1988-89		1989-90		1990-91		1991-92	
	No.	%	No.	%	No.	%	No.	%	No.	%
ESL	5,973	15.1	9,196	20.4	9,984	19.0	12,835	22.6	15,191	22.2
0-4	10,165	25.7	9,726	21.6	10,471	20.0	11,507	20.2	11,342	16.6
5-8	15,843	40.1	16,808	37.3	19,002	36.0	20,148	35.5	24,091	35.2
9-12	7,545	19.1	9,342	20.7	12,124	23.0	12,320	21.7	15,431	22.6
CDL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2,354	3.4

PA Department of Education

Adult Basic Education — By Level

This chart identifies the level of study of students enrolled in Pennsylvania adult education programs, including English as a Second Language (ESL), adult basic education focusing on grades 0-4 and 5-8, and General Educational Development (GED) programs. Special instruction to prepare adults to take the Commercial Driver's License exam (CDL) was offered in 1991-92.

Vocational Technical Education Adult Program Enrollments
1987-88 Through 1991-92



PA Department of Education

Vocational Technical education programs for adults are provided by area vocational-technical schools, high schools and corrections education.

New Directions for Employment

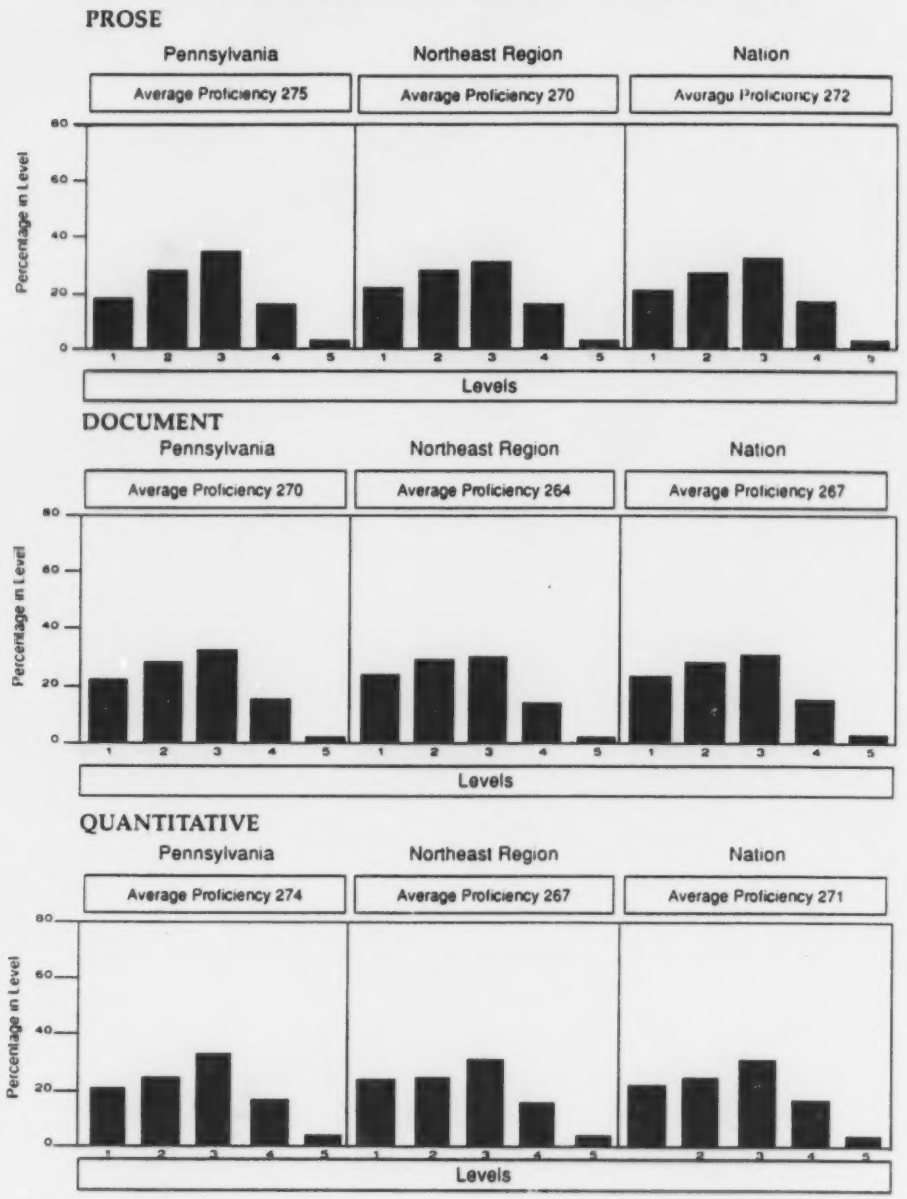
The New Directions for Employment is a major employment and training effort designed to provide a range of training and education services for welfare recipients with substantial barriers to employment. This chart indicate the four-year growth in numbers of clients who received education and training, and who were placed in jobs.

New Directions for Employment
1988-89 Through 1991-92

	July-June			
	1988-89	**1989-90**	**1990-91**	**1991-92**
Total Job Placements	46,936	50,301	54,821	50,041
Total Educational Enrollments	6,122	11,092	15,166	17,723
Total Training Enrollments	19,142	27,321	32,577	43,361

Pennsylvania Department of Public Welfare

Pennsylvania Adult Literacy Survey, 1992
Average Literacy Proficiencies and National Comparisons



Educational Testing Service

Literacy Survey

Pennsylvania scored above the national average on all three levels examined in the first Adult Literacy Survey given nationwide.

Job Training Partnership Act (JTPA, 1992)

The Job Training Partnership Act provides significant federal support to train and educate economically disadvantaged youth and adults. While federal JTPA funds available to Pennsylvania have declined markedly in recent years, the program continues to provide important second chance training for thousands of Pennsylvanians. This table indicates the percentage of JTPA participants, both dislocated workers and regular clients, involved in particular types of training.

Job Training Partnership Act 1992
Title IIA (78%)
Adult and Youth Programs

	Number of Participants	Percent of Participants
Skill/Classroom	5,064	19.4%
Basic/Classroom	8,349	32.1%
On the Job Training	2,956	11.3%
Work Experience	854	3.2%
Education for Employment	154	0.5%
Pre-Employment Skills	2,871	11.0%
Entry Employment	14	0.0%
Tryout Employment	345	1.3%
School to Work Transition	165	0.6%
Job Search	3,223	12.4%
Limited Work Experience	1,079	4.1%
Remediation	12	0.0%
Other	892	3.4%
Totals	25,976	99.3%

Pennsylvania Department of Labor and Industry

Title III
Dislocated Worker

	Number of Participants	Percent of Participants
Basic Education/Classroom	2,227	16.2%
Skill/Classroom	5,756	41.9%
On the Job Training	1,004	7.3%
Job Search	3,497	25.4%
Remediation	410	2.9%
Other	830	6.0%
Totals	13,724	99.7%

Pennsylvania Department of Labor and Industry

NOTE: A participant may be in more than one activity.

SUMMARY

Goal 5 — Adult Literacy and Lifelong Learning

Pennsylvania's going to college rate for public school graduates increased to an all-time high of 63.9%, an increase of more than 11% since 1987. In addition, the number of Pennsylvania students receiving grants from state funding sources increased by more than 5.5% in the past year. Adult education and literacy classes also continue to grow, with more than 68,000 illiterate and low literate Pennsylvanians participating. New Directions for Employment, the program which provides education and job training for welfare recipients, is training more Pennsylvanians than ever before. However, total job placement was down by 8.5% in the past year. Also, participation in the federal Job Training Partnership Act (JTPA) decreased during the year by 2.5%. Retention rates at Pennsylvania's public postsecondary and higher education institutions remained steady with the exception of a 2.5% increase in retention rates of black students attending the State-Related Universities.

Progress Toward Goal 5

- **Pennsylvania 2000** — This statewide partnership of business, government and education has its overall mission moving Pennsylvania towards achievement of the National Goals. However, it has a particular interest in improving the skills and readiness of Pennsylvanians for productive employment.
- **State Literacy Programs** — The Commonwealth provides state dollars to enhance basic reading and computation skills, resulting in service to low-literate Pennsylvanians, and the training of volunteer tutors.
- **Job Training Partnership Act (JTPA) Literacy** — The Pennsylvania Department of Education directs that at least 40% of JTPA State Education Grant funds be spent by Service Delivery Areas on adult literacy and basic education.
- **Customized Job Training (CJT)** — CJT provides funding to support training for new, retained or upgraded jobs.
- **Ben Franklin Partnership** — The Partnership serves as a link between university research activity and the Commonwealth's high-technology business community. The university-business connection has grown enormously in recent years, and remains one of Pennsylvania's greatest strengths.
- **Joint Jobs Initiative** — Joint jobs provides education, training and service to out-of-school youth and adults with barriers to employment and the transitionally needy. The program offers a single point of contact to assist welfare recipients gain skills necessary to break the cycle of welfare dependency.
- Various Efforts to Strengthen Access and Excellence in Higher Education —
  - **Higher Education Grant Assistance** — During 1991-92, over 126,000 students received grants, an increase of more than 6% over the previous year.
  - **Student Support Services** — To enhance postsecondary retention and completion rates of Pennsylvania students who come from economically and educationally disadvantaged backgrounds, the Commonwealth funds counseling and tutorial programs at nearly 80 campuses across the state through the Act 101 Program.
  - **Minority Recruitment and Retention** — A major effort is underway at the State System Universities to increase the recruitment and retention of minority students.
- **Erie County Technical Institute** — The Erie County Technical Institute began admitting students in January 1992 to meet the needs of Erie County's changing workforce. This institution, founded under the Community College Act, is now serving over 1300 students.
- **Single Parent and Homemaker Programs** — Pennsylvania's Single Parent and Homemaker services establish and sustain vocational education and training programs which enable low income single parents and

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homemakers to achieve economic independence. Initiated in 1980, programs and clients have grown significantly.

- **Pennsylvania Model Literacy Corps** — The Literacy Corps enrolls college students in a credit bearing course which requires at least 40 hours of volunteer literacy services, most often tutoring. More than 1,500 tutors have been trained at 29 colleges; these volunteers have helped improve the basic literacy skills of more than 3,700 Pennsylvanians of all ages. Most of the colleges have already made "Literacy Corps" an internally supported part of their curriculum.

- **Preparation for Adult Living (PAL)** — The PAL initiative provides transition planning for special education students which involves a partnership of consumers, school-age services and programs, post-school services and programs, and local communities that result in a bridge between school programs and the opportunities of adult life.

- **Public Library Services to Older Adults** — The Commonwealth Library convened a Library Services for Older Adults Institute. Teams of public librarians and community representatives from each of the 28 District Library Centers attended. Following the Institute each team developed and is now instituting plans to improve library services to older adults in their region.

Future Efforts

- **Governor's Task Force on Reducing Welfare Dependency** — The report of the Governor's Task Force on Reducing Welfare Dependency makes a number of important recommendations which will be initiated in the 1993-94 program year. Priority recommendations focus on making work pay, child support enforcement, and preventing welfare dependency through focused, integrated programs for AFDC teen parents.

- **Pennsylvania 2000 Focus on Adult Literacy** — Pennsylvania 2000 is undertaking a systematic review of all current literacy programs and funding sources, and will mount a strategic planning activity designed to identify priorities for Commonwealth literacy funding for the balance of the decade. This planning process will be significantly aided by the recently completed work of the National Adult Literacy Survey, conducted by Educational Testing Services, which provides the first comprehensive review of literacy attainment levels in Pennsylvania and the nation.

- **New Community Colleges** — The Cambria County Commissioners have voted to establish the Cambria County Community College, admitting its first students in fall 1994. This institution will become the 14th community college in the state. Efforts to establish additional community colleges are underway in two other counties.

- **New State Vocational Education Plan** — As required by the federal Perkins vocational-technical education act, the Department of Education will undertake the development of a new state plan for the delivery of vocational instruction for youth and adults. This activity will constitute a comprehensive review of secondary programs at both comprehensive high schools and Area Vocational Technical Schools, postsecondary training offered through community colleges and other accredited institutions, and adult training offered through a wealth of providers throughout the Commonwealth. The results of this effort will shape the state's approach to vocational-technical education over the next three years.

- **State Board of Education Activity —**

  - **Master Plan for Higher Education** — The Pennsylvania State Board of Education is in the early stages of crafting a new Master Plan for Higher Education in the Commonwealth. This plan will attempt to describe roles, functions, and responsibilities of Pennsylvania's extraordinary mix of postsecondary and higher education institutions.

  - **New Regulations for Preparing and Certifying Teachers** — The State Board of Education has begun its re-write of regulations governing teacher preparation and certification. A most important issue in this

process will be aligning teacher preparation with Pennsylvania's newly established performance-based educational system.

- **Linking Literacy and Job Training** – The Departments of Education and Public Welfare continue to work together to meet the needs of welfare clients. Low reading and math skills are often barriers to obtaining employment or obtaining skills needed to succeed in today's workplace. Joint programs have placed the literacy training in the context of the employment training classroom resulting in more relevant and effective literacy training.
- **Pennsylvania Model Literacy Corps** – The Literacy Cops will be expanded in the next year to include an additional five colleges.

CONCLUSIONS

The fact that nearly 64% of Pennsylvania's high school graduates are going on to college is encouraging. There has been a steady increase of at least 1.7% each year for the past five years in college rates. Also heartening is the data showing more adults participating in educational programs. Job training rates are more difficult to analyze. Although the numbers of participants in the New Directions Program has increased, the number of job placements has decreased. At the same time, the number of persons provided job training through JTPA decreased by 2.5%. Because job training and placements are directly tied to the economy, we hope to see improvements in the year ahead. The increased percentage of students going on to higher education should produce longterm dividends.

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SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

Objectives — Goal 6

- ☐ "Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol."
- ☐ "Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children."
- ☐ "Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support."

Outcomes and Measures — Goal 6

This section includes data bearing on Goal 6 and its related objectives. Measures detailed include information such as:

- ☐ student surveys on drug abuse and abuse
- ☐ teacher surveys on drug use, school climate, student violence and other related topics.

Governor's Drug Policy Council Student Survey, 1992-93

During the 1992-93 school year, the Governor's Drug Policy Council conducted a survey of more than 42,000 Pennsylvania students in grades six, seven, nine and twelve regarding their use of alcohol and other drugs. The Council modified the Primary Prevention Awareness, Attitude and Use Survey to add questions about weapons and school violence. Of students participating in the survey, 91.5% attended public schools; 8.5%, nonpublic. Males constituted 51.5% of the survey population and females, 48.5%

Alcohol

Forty-seven percent of seniors drink alcohol at least once per month; this percentage has remained relatively unchanged from the 1989 and 1991 surveys. However, seniors who drink at least once a week declined from 23% in 1991 to 17% in 1993.

Weekly use of alcohol among 6th graders declined from 2.5% in 1991 to 1.7% in 1993; among 7th graders from 4.4% in 1991 to 3.8% in 1993; and among 9th graders from 11.3% in 1991 to 9.6% in 1993.

The intent to use alcohol continued its declining trend from the base year of 1989.

Intent To Use	6th	7th	9th	12th
1993	28.0%	38.1%	59.6%	72.7%
1991	39.3%	52.1%	70.9%	82.8%
1989	60.2%	66.8%	82.9%	90.5%

Tobacco

Intent to use and actual use of cigarettes continued to increase among all grade levels.

Intent To Use	6th	7th	9th	12th
1993	17.8%	25.9%	36.8%	39.6%
1991	15.1%	23.9%	31.1%	36.2%
Daily Use				
1993	8.5%	11.3%	20.4%	26.4%
1991	2.0%	5.3%	13.2%	21.7%

Marijuana

While monthly usage of marijuana by all grade levels had declined between 1989 and 1991, it rose again between 1991 and 1993. Monthly usage among 7th and 9th graders nearly doubled between 1991 and 1993. Intent to use followed the same trend.

Intent To Use	6th	7th	9th	12th
1993	2.9%	6.3%	19.8%	29.7%
1991	1.7%	3.7%	11.9%	21.6%
1989	2.1%	4.3%	15.5%	26.0%
Monthly Use				
1993	0.6%	2.0%	8.7%	15.0%
1991	0.4%	1.1%	4.8%	10.9%
1989	0.6%	1.4%	7.1%	13.9%

Cocaine

The intent to use cocaine among 12th graders was relatively unchanged from 1991 but showed a decline from the 1989 survey. Among 6th and 7th graders, however, the trend continued upward. Intent to use among ninth graders declined between 1989 and 1991 but nearly doubled between 1991 and 1993.

Intent To Use	6th	7th	9th	12th
1993	1.4%	2.4%	4.3%	5.2%
1991	1.1%	1.6%	2.5%	5.1%
1989	1.0%	1.3%	3.4%	6.8%

Actual usage of cocaine, at least monthly, was unchanged among 6th graders; increased for the first time among 7th graders; nearly doubled among ninth graders and continued to decline among 12th graders.

Monthly Use	6th	7th	9th	12th
1993	0.2%	0.5%	0.7%	1.1%
1991	0.2%	0.3%	0.4%	1.2%
1989	0.2%	0.3%	0.6%	2.4%

Other Drugs

The intent to use and self-reported use of Crack increased among all grade levels from 1991 to 1993.

Intent To Use	6th	7th	9th	12th
1993	1.2%	2.2%	3.4%	2.4%
1991	0.8%	1.2%	1.6%	1.7%
Monthly Use				
1993	0.1%	0.4%	0.5%	0.5%
1991	0.1%	0.2%	0.2%	0.3%

Use of Hallucinogens was unchanged among 6th and 7th graders but increased from 1.2% in 1991 to 2.1% in 1993 among 9th graders and from 1.9% in 1991 to 2.5% in 1993 among 12th graders.

Use of stimulants increased among all grades, with the most significant increases among 7th and 9th graders. Use among 7th graders increased from 1.4% in 1991 to 2.4% in 1993; among 9th graders from 3.3% in 1991 to 4.6% in 1993.

Lifetime use of steroids was reported by 2.7% of 6th graders; 3.7%, 7th graders; 3.8%, 9th graders; and 3.1% of 12th graders. Lifetime use of any illegal drug was reported by 2.5% of 6th graders; 4.5% of 7th graders; 10.1% of 9th graders; and 15% of 12th graders.

- 10 percent of seniors reported drinking and driving in the 1993 survey, an increase from the 9.4% in 1991.
- 7.2 percent of seniors reported smoking marijuana and driving in 1993; a significant increase from the 4.7% who reported that in 1991.
- 20.9 percent of seniors reported riding with a drinking driver as did 14.8% of 9th graders, 11% of 7th graders and 9% of 6th graders.
- 18.9 percent of 12th graders reported carrying a weapon to school in the 30 days prior to the survey; 23.8% of 9th graders; 21.5% of 7th graders and 16.5% of 6th graders.

Knives were the weapon most frequently carried to school. 9.4% of 12th graders reporting carrying knives, 14% of 9th graders, 12.5% of 7th graders and 9.4% of 6th graders.

48.8 percent of 6th graders reported participating in a physical fight within the prior 12 months; 49.6% of 7th graders; 43.5% of 9th graders and 29.9% of 12th graders. 6.4% of 6th graders reported needing medical treatment for fighting; 6.3% of 7th graders; 5.2% of 9th graders and 4.1% of 12th graders. Most fights occurred among friends and/or with family members.

Student Use of Tobacco, Alcohol, Marijuana, and Cocaine

The following charts depict 1991 information about risk behaviors related to use of several drugs. Data were gathered for program planning purposes from a random sample of 2,200 Pennsylvania students in grades 9-12. The survey, conducted as a function of the Department of Education's cooperative agreement with the Centers for Disease Control, is part of a national survey system to monitor trends in risk behaviors among high school students. Due to the low response rate (52% of school districts and 86% of students), the information is specific to only those students who participated and cannot be generalized to all Pennsylvania high school students.

PENNSYLVANIA DEPARTMENT OF EDUCATION

PLEASE NOTE: THERE IS A WIDE RANGE OF DIFFERENCE IN THE RESPONSES TO THE SURVEY AND THOSE CONTAINED IN THE NEXT SURVEY CONDUCTED BY THE GOVERNOR'S DRUG POLICY COUNCIL. THESE DIFFERENCES ARE PROBABLY ASSOCIATED WITH AGE LEVELS IN THE SAMPLES.

1991 Youth Risk Behavior Survey

During the 1990-91 fiscal year, the Pennsylvania Department of Education coordinated the implementation of the Youth Risk Behavior Survey (YRBS) in randomly selected Pennsylvania schools. High school students (grades 9-12) comprised the target population. A sample of 48 schools was employed in which to conduct the YRBS. Only 25 of the 48 schools (52%) selected agreed to take part in the survey effort. Of the 2,546 questionnaires returned, 2,200 (86%) contained usable data. The overall response rate was 45% (school participation rate × student participation rate). Failure to achieve a better response rate resulted in data which cannot, with a sufficient degree of confidence, be used to make inferences about Pennsylvania secondary school students as a group.

Suicide

Four questions related to suicide, the third leading cause of death among youth aged 15-24 and the second leading cause of death among white youth of the same age group, were included on the survey.

	Total	Male	Female	
Seriously considered suicide last 12 months	27.6%	20.4%	35.0%	n=2000
Made a suicide plan within last 12 months	18.1%	13.1%	23.2%	n=1962
Made ≥ 1 suicide attempt within last 12 months	6.8%	4.6%	8.9%	n=1981
Required medical treatment after suicide attempt, last 12 months	2.2%	1.9%	2.5%	n=1974

Tobacco Use

The use of tobacco products can be related to one of every six deaths in America. Each year more than one million American teenagers begins smoking.

	Total	Male	Female	
Have tried smoking in their lifetime	71.0%	72.9%	69.3%	n=2134
Plan to try smoking within next 12 months	8.4%	9.1%	7.5%	n=2178
Smoked a whole cigarette before age 13	26.0%	28.9%	22.0%	n=2126
Ever smoked regularly, i.e., ≥ 1 cigarette/day for 30 days	24.0%	22.3%	25.8%	n=2108
Started smoking regularly before age 13	7.0%	7.9%	5.9%	n=2120
Smoked ≥ 1 day past month	28.3%	28.5%	28.2%	n=2043
Smoked ≥ 2 cigarettes/day on days they smoked	21.5%	21.4%	21.5%	n=2054
Tried to quit smoking during last 6 months	18.9%	17.6%	20.3%	n=2051
Chewed tobacco/snuff within last 30 days	16.1%	29.0%	1.7%	n=2192

Alcohol

	Total	Male	Female	
Had first drink before age 13	34.2%	41.6%	25.8%	n=2029
1 or more drinks on ≥ 1 day	82.2%	83.4%	80.8%	n=2014
More than 1 drink on ≥ 1 day of last 30 days	50.2%	53.0%	47.0%	n=2116
5 or more drinks per drinking session on ≥ 1 day of last 30	28.7%	35.0%	22.0%	n=2138

Marijuana

	Total	Male	Female	
Tried marijuana before age 13	5.4%	6.7%	3.6%	n=2168
Used marijuana ≥ 1 × during their life	24.8%	28.0%	21.0%	n=2161
Used marijuana ≥ 1 × during past 30 days	11.1%	13.3%	8.5%	n=2155

Cocaine

	Total	Male	Female	
Tried any form of cocaine before age 13	2.3%	3.2%	1.3%	n=2173
Used any form of coke ≥ 1 × during their life	5.8%	7.3%	4.2%	n=2164
Used any form of cocaine within last 30 days	3.2%	4.4%	1.7%	n=2183
Used crack or free base ≥ 1 × during their life	3.3%	4.4%	2.1%	n=2180

Other Drugs

	Total	Male	Female	
Used other illegal drugs ≥ 1 × during their life	13.7%	13.8%	13.4%	n=2191
Used steroid pills or shots within prescription ≥ 1 × during life	4.0%	5.7%	2.0%	n=2185
Injected illegal drugs ≥ 1 × during life	2.8%	4.0%	1.4%	n=2184

HIV Infection

	Total	Male	Female	
Have been taught about AIDS/HIV infection in school	89.0%	87.8%	90.6%	n=2186
Talked with parents/other family adult about HIV infection ≥ 1 ×	57.2%	51.5%	63.5%	n=2181

Sexual Behaviors

	Total	Male	Female	
Have had sexual intercourse	48.3%	52.5%	43.9%	n=1258
Sex intercourse before 13	7.0%	11.6%	2.3%	n=1263
Sex with 4 or more people during lifetime	14.2%	17.2%	11.0%	n=1264
Sex with 4 or more people during last 3 months	2.1%	3.4%	0.6%	n=1262
Used alcohol +/or drugs before last sex intercourse	11.7%	14.4%	8.8%	n=1256
Used condom during last sex intercourse	26.7%	31.8%	21.2%	n=1258
Used or partner used birth control pills for last sex intercourse	7.5%	6.4%	8.7%	n=1258
Been pregnant or gotten someone pregnant ≥ 1 ×	4.5%	4.2%	4.8%	n=1333
Been told by doctor or nurse they have an STD ≥ 1 ×	7.0%	8.3%	5.7%	n=1350

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Public School Teachers Survey, 1990-91

The summaries below are Pennsylvania responses to a sample survey conducted nationally.

Teachers Questionnaire — Pennsylvania Public School

I. How much control do you have in your classroom over **disciplining students**?

Little	Medium	A Lot	Total
5.3%	28.3%	66.4%	100.0%

II. Indicate to what extent each is a problem ...

	Serious	Minor	Total
Student Tardiness	51.1%	48.9%	100.0%
Students Cutting Class	20.8%	79.2%	100.0%
Robbery or Theft	15.9%	84.1%	100.0%
Vandalism of School Property	21.6%	78.4%	100.0%
Physical Abuse of Teachers	1.6%	98.4%	100.0%
Verbal Abuse of Teachers	27.9%	72.1%	100.0%

III. Indicate how much you agree or disagree with the following ...

	Agree	Disagree	Total
Level of student misbehavior interferes with my teaching.	31.9%	68.1%	100.0%
My principal enforces school rules for student conduct and backs me up when I need it.	87.5%	12.5%	100.0%
Rules for student behavior are consistently enforced by teachers, even for students who are not in their classes.	65.2%	34.8%	100.0%

Source: 1990-91 Schools and Staffing Survey, National Center for Education Statistics, U.S. Department of Education

The Condition of Teaching
State-By-State
1990

In 1990, the Carnegie Foundation for the Advancement of Teaching issued a report entitled, "The Condition of Teaching." The report contained the results of teacher surveys on a variety of topics. The following information describes the responses of teachers in Pennsylvania and nationally to questions associated with Goal 6.

- "Please indicate the extent to which alcohol is a problem in your school."

	Serious	Somewhat	Not At All
All Teachers	13%	70%	16%
PA Teachers	26%	61%	13%

- "Please indicate the extent to which drugs other than alcohol are a problem in your school."

	Serious	Somewhat	Not At All
All Teachers	7%	43%	50%
PA Teachers	7%	48%	44%

- "Please indicate the extent to which violence against teachers is a problem in your school."

	Serious	Somewhat	Not At All
All Teachers	1%	15%	84%
PA Teachers	1%	14%	85%

- "Please indicate the extend to which violence against students is a problem in your school."

	Serious	Somewhat	Not At All
All Teachers	3%	35%	56%
PA Teachers	2%	34%	64%

- "Please indicate the extent to which disruptive behavior in the classroom is a problem in your school."

	Serious	Somewhat	Not At All
All Teachers	16%	76%	14%
PA Teachers	12%	72%	16%

- "Please indicate the extent to which absenteeism among students is a problem in your school."

	Serious	Somewhat	Not At All
All Teachers	19%	64%	17%
PA Teachers	18%	63%	18%

Source: The Carnegie Foundation for the Advancement of Teaching

SUMMARY

Goal 6 — Safe, Disciplined, and Drug-Free Schools

Available data for Goal 6, including student and teacher survey information on drug use and abuse, classroom violence and issues relating to school climate and discipline, represent the weakest set of indicators toward progress of any of the National Goals. The 1992-93 student survey conducted by the Governor's Drug Policy Council revealed a continuing decline in the intent to use alcohol. However, the intent to use cigarettes and marijuana continued to increase. Also, the intent to use cocaine and crack among sixth and seventh graders continued its upward trend. The teacher surveys also suggest that issues such as violence in classrooms and the need for overall improvements in the school climate for learning continue to be of concern.

Progress Toward Goal 6

- **Student Assistance Programs** — All Pennsylvania school districts have implemented the Student Assistance Program, which identifies students with potential drug and alcohol problems, as well as mental health problems, and refers them to appropriate treatment services. This pioneer, school based intervention program has received recognition from the American Medical Association that gave them a national award for their outstanding contribution to teenage health. Preliminary figures show that in the 1991-92 school year more than 58,837 students were using the program.

- **DARE Programs** — Pennsylvania annually awards more than $400,000 in Drug-Free Schools and Community Act moneys to local education agencies for the implementation of Drug Abuse Resistance Education Programs (DARE) in the elementary and middle schools. A cooperative effort of law enforcement agencies and the schools, DARE provides students in grades kindergarten through six with instruction in recognizing and resisting pressures to experiment with controlled substances and alcohol.

- **Drug-Free Schools** — In 1992, the Pennsylvania Department of Education began a vigorous program of monitoring compliance with the provisions of the federal Drug-Free Schools and Communities Act and the state's Act 211 of 1990, which compliments and expands upon the federal regulations. Teams of staff from the Drug-Free Office and the Student Assistance Network conduct on-site visits to the school districts, intermediate units and vocational-technical schools that receive funding under the Drug-Free entitlement grant program. Initial analysis of visits to more than 130 of the Commonwealth's 501 school districts indicate that quality programs producing positive results are in operation in a majority of these districts. The Department extends continuous technical assistance to these educational entities to enhance their capacity for offering curriculum, staff development, community empowerment, peer leadership and student assistance programs at all grade levels.

Future Efforts

- **Efforts to Combat School Violence** — Recent studies underscore the growing influence of violence in our schools. To address these difficult issues, the Department of Education will focus considerable attention in the upcoming year to assisting teachers and administrators in developing plans to deal with the problems of school violence. In particular, the Department will host a major conference in fall 1993 which will focus on these important issues.

- **Combatting Hate Crimes** — In addition to the general upsurge in violence, so-called hate crimes, targeted at racial and/or religious minorities, are particularly troubling. Working with the Pennsylvania Human Relations Commission, the Department of Education will explore ways to help schools work with students to combat these evils.

- **Safe Schools** — The Department of Education has scheduled a three-day institute and regional training sessions to provide assistance to front line school staff on promoting safer schools.

- **Student Assistance Programs** – The evaluation system of the program will be revamped to include performance-based measures.
- **DARE Programs** – Although less money is being made available to support DARE programs under the Federal Drug-Free Schools and Communities Act, the goal of the Commonwealth will be to disburse such funds as widely as possible to encourage extension of the DARE partnerships to more schools.
- **Drug-Free Schools** – New emphasis for the use of Drug-Free dollars include the support of violence prevention programs such as peer mediation and conflict resolution, expanded use of community advisory councils, and data collection on the effective use of entitlement grants.
- **Data Collection** – The Governor's Drug Policy Council continues to improve the methods for the systematic collection of data concerning use, abuse and attitudes toward drugs and alcohol.

CONCLUSIONS

The Department of Education will increase its efforts to combat school violence and crimes during the next year. Programs such as DARE, Student Assistance and Drug Free Schools continue to enable schools to become safe, discipline and drug free. However, since no reliable source of data exists to measure the impact of these programs, no conclusions can be made as to their success or failure.

ROLES FOR FAMILIES, BUSINESSES AND COMMUNITIES

Roles for Families, Businesses, and Communities

To achieve the National Education Goals, it is important that families, businesses, and communities be active partners in the process. Individually and through coalitions, much can be accomplished through the local support of educational success. Much of this is already happening across the state. There are many success stories of what local coalitions have done to provide better educational opportunities in their areas. The replication of their work should occur everywhere. Listed below are examples of roles for families, businesses, and communities that can help to achieve the National Education Goals.

Goal 1 — Readiness

■ Roles for Families

- ☐ If you or a family member is pregnant, see a doctor as soon as possible so that your baby will have the best possible chance for good health.
- ☐ If you have questions about how to help your child develop learning skills so that he or she will be ready for school, contact your local school district, intermediate unit, or other child-oriented agency and ask for assistance.
- ☐ When seeking child care for your child, carefully question the provider about the types of activities, food and recreational facilities that are offered. Find out if the facility is licensed by the state. You have a right to answers. Don't hesitate to insist on them.
- ☐ Read to your child at least 15 minutes every day.

■ Roles for Businesses

- ☐ Conduct a survey of your employees to learn of their child care or other needs relating to small children.
- ☐ Consider granting parental leave to new fathers and mothers so that they can spend important time with their newborn children.
- ☐ Explore the possibility of offering benefits relating to the well being of employees' young children, such as on-site or accessible child care and preventative medical services and pre-natal care instruction. Such

child-oriented services can have the effect of improving morale and productivity on the part of employees with small children and increase the likelihood that the workforce of the next generation will be a capable one.

■ Roles for Communities

- ☐ Conduct a community-needs assessment to determine how well the needs of young children are being met. Are there adequate facilities for child care? Are there sufficient library books and programs to stimulate the interest of young children? Are the parks and recreational facilities designed to meet the needs of young children?
- ☐ Take responsibility for making your community a place where young children feel welcome, and are treated as valued members.

Goal 2 — School Completion

■ Roles for Families

- ☐ Establish yourself as an interested and concerned parent. For example, get to know your children's teachers and principals, and let them know that you expect regular information and reports on how their children are doing in school. Visit classes regularly, and schedule conferences with teachers on your children's progress.
- ☐ Ask your children what they are reading, and what they are working on at school. Ask them to explain their work to you. Talk to your children about what it was like when you were in school; what things are different and the same.
- ☐ Join the PTA or PTO organization in your school, and get involved in committees and special projects.
- ☐ Let your children know in every way you can that you value education and expect them to try hard and to do well.
- ☐ Take a course yourself to improve your job skills or basic literacy, or to learn more about something that interests you.

■ Roles for Businesses

- ☐ Encourage employees to get involved in public school. Establish corporate policies that reward activities such as serving on school boards and school committees, and acting as mentors or as guest teachers/lecturers.
- ☐ If you employ students, ask them regularly how their studies are going. Ask to see their report cards, and condition any promotion or pay increase on maintaining good academic standing.
- ☐ Participate through staff and financial resources to the establishment or the maintenance of a local education fund or foundation to support innovative work of teachers and principals.
- ☐ Work with schools to establish work readiness programs to ensure that students understand what will be expected of them in terms of work habits and attitudes on the job.
- ☐ Convey in all ways possible that a student's most important "work" is to stay in school and to do well.
- ☐ Provide financial assistance packages, so-called "gap" funding, to create incentives for disadvantaged students to stay in school and have the opportunity to go on to postsecondary education or training.
- ☐ Support better and more accountable schools on the local, state, and national level.

■ Roles for Communities

- ☐ Honor the first day of school as a time of celebration and high expectation of the community for its youth. Stage a special event to recognize the importance of going back to school.
- ☐ Use the school as a focal point for community activities and services, particularly programs for disadvantaged youth who might need them to succeed in school.
- ☐ Honor all graduates, not just those who are college bound, with special recognition such as newspaper features, letters from political and/or community leaders, parades, pizza parties, and any other ways that underscore the community's pride in their accomplishments.
- ☐ Sponsor regular community programs on education to assess how well the schools are meeting the needs of students. For example, bring in well-known speakers, and invite panels of students, teachers, and administrators to discuss their views on how to improve schools.
- ☐ Operate a citizen service/volunteer bureau that can link citizens wanting to offer assistance to schools which can use the help.

Goal 3 — Student Achievement and Citizenship

■ Roles for Families

- ☐ Recognize and reward your children's performance when you know they have done their best.
- ☐ Learn your children's academic strengths and weaknesses. Ask your children's teachers for advice on tutoring if it is needed. Encourage your children to tutor other children (children — as well as adults — often learn most effectively through explaining and/or demonstrating information and material to others).
- ☐ Explain to your children, in terms that they will understand, why it is important that they study hard and achieve at high levels. If they want to pursue certain career paths, if they want to earn a lot of money, if they want particular life-styles, let them know that these goals are directly tied to how well they perform in school.
- ☐ Encourage your children to become involved in school and/or community service as a means to learning first-hand the need for and the value of citizen action in a democratic society. Consider engaging in or expanding your own volunteer work to demonstrate your commitment to community service.
- ☐ Register to vote and vote regularly. Take your children to the polls, and discuss with them what you are doing and why.

■ Rules for Businesses

- ☐ Make temporary slots available in your corporate training programs for teachers and administrators. Work with school personnel to develop new in-service programs for teachers and administrators that borrow relevant aspects of corporate training and apply them to the work of the schools.
- ☐ Communicate directly with the schools and the community your expectations of students and, by implication, of the schools. What strengths must they possess for successful employment? What deficits occur at present?
- ☐ Work with the schools and community organizations to establish assessment strategies that will fairly monitor the progress of the schools over time in producing students who demonstrate high levels of academic competency.
- ☐ Strengthen cooperation with vocational schools to ensure that their programs are up-to-date and lead to the development of meaningful skills.

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- ☐ Establish apprenticeship programs for high school students that would lead to full employment after high school graduation.

■ Roles for Communities

- ☐ Stage community or town meetings to discuss what type of educational program your students need. Identify specific goals, and develop a plan to move towards them. Your goals might reflect the Pennsylvania Goals of Quality Education, the National Education Goals, and/or America 2000, or you might want to take an entirely different approach. The point is to wrestle with the issues of what quality schooling means in your community, and to make plans to make it happen.
- ☐ Publicize vacancies on community boards and councils, and encourage people of all ages to serve on them. Appoint young people to boards and councils to ensure their perspective is included.
- ☐ Celebrate the academic and service achievements of your students. Let them know, the same way you would a sports team, that high achievement in school and in the community are highly valued and worthy of visible, public praise.

Goal 4 — Mathematics and Science

Many of the roles and activities described in Goals 2 and 3 are applicable to Goal 4, as well.

■ Roles for Families

- ☐ Stress the importance of math and science to your children, particularly to girls, who tend to lose interest in both subjects during middle grades.
- ☐ Identify positive role models among scientists and mathematicians, e.g., check out and read together biographies of Einstein, Curie, Galileo, and others whose accomplishments and life stories make for compelling reading.
- ☐ Check out books of simple science experiments and perform them with your children. Encourage them to develop hypotheses, to test them, and to draw conclusions about what happens.

■ Roles for Businesses

- ☐ Work with your local schools to develop special programs stressing the importance of science and mathematics to your business. Urge your employees with skills in mathematics and science to volunteer their time, or give them release time, to visit the schools and make presentations to students.
- ☐ Similarly, work with the schools to develop innovative in-service programs for teachers of math and the sciences, perhaps stressing industrial and other practical applications of these subjects as ways to heighten student interest.
- ☐ Sponsor special competitive events relating to the applications of math and science, such as "Jeopardy" or "College Bowl," math/science fairs, or special derbies or rallies with a science/math theme.
- ☐ Award significant prizes to students who excel in math and science, based on standardized tests, on grade point average, or at fairs or other competitions.

■ Roles for Communities

- ☐ Sponsor community wide activities to highlight the importance of math/science achievement. Proclaim a math/science achievement day. Hold a special meeting of the county/city/borough/township officials to recognize student achievement in math and science.

- ☐ Newspapers should include in their "kids pages" math-related activities and puzzles designed to stimulate interest in the school.

Goal 5 — Adult Literacy and Lifelong Learning

■ Roles for Families

- ☐ Stress to your children early and often the importance of preparing themselves for work and/or additional education after completing high school. Help them to sort out their feelings about what they want to do, help them to make plans so that they will be able to meet their goals.
- ☐ Ask local school officials if your school is participating in partnership arrangements with local businesses. If not, encourage them to do so and volunteer to help put a partnership in place.
- ☐ Upgrade your own employment skills. You will be more marketable, and your children will benefit from your example.
- ☐ Volunteer to teach a course in an adult enrichment program.
- ☐ Ensure that all family members have library cards. Make regular visits to the library as a family.

■ Roles for Businesses

- ☐ Approach school districts in your areas of operation and offer to work towards a meaningful partnership. If you have an existing partnership program, re-examine it to be sure that it meets your goals. Consider expanding the scope of your current efforts to activities that will stimulate higher achievement for all students.
- ☐ Work with your business colleagues and representatives of the education community to form a local education fund or foundation.
- ☐ Consider a compact arrangement with your local schools, in which you pledge to hire certain numbers of students or provide other support to the schools in exchange for a pledge to make specific improvements in areas such as dropout prevention, test scores, going to college rates, and meaningful job placements.
- ☐ Encourage your employees to undertake additional education and training. Support, perhaps on a matching basis, employees who seek additional education and training opportunities.
- ☐ Sponsor voluntary, non-threatening workforce literacy programs for your employees who have low literacy levels.
- ☐ Reward employees involved in community programs through special recognition dinners or mention in company newsletter.

■ Roles for Communities

- ☐ Establish your community as a "community of students," one where adult learning is valued, sought, and provided. Hold regular events to highlight education and training opportunities in or near your community.
- ☐ Undertake a campaign to improve literacy levels in your community: establish or expand literacy programs; hold "read-ins" and other events to stimulate interest in reading; establish a hotline for information and referral to literacy services; and create a climate that is non-threatening and encouraging for low literate citizens to improve their skills.
- ☐ Support and fund local public library services to ensure people in the community have access to information and learning resources throughout their lives.

Goal 6 — Safe, Disciplined, and Drug-Free Schools

■ Roles for Families

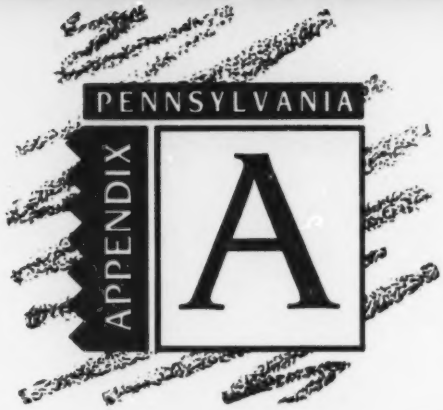
- ☐ Instill in your children, through your words and in the ways that you approach discipline and related issues, an appreciation for non-violent resolutions to conflict and problem-solving.
- ☐ Learn specific steps and approaches to solving problems and dealing with conflict that stress mediation and other non-violent strategies, and teach them to your children.
- ☐ From the outset, help your children develop a sense of self-worth and confidence in themselves. Help them to have the strength of character to resist pressure to participate in substance abuse.
- ☐ Learn about the effects of alcohol and popular illegal drugs, how they work and what they do to your body. Explain to your children in terms they can understand and relate to how damaging these effects can be.
- ☐ Learn and explain to your children the legal consequences of drug and alcohol abuse, e.g. loss of driver's license, fines and imprisonment, as well as loss of access to many career opportunities.
- ☐ Try to establish an open and honest relationship with your children that will allow and encourage discussion and communication about sensitive issues such as alcohol and drug abuse.

■ Roles for Businesses

- ☐ Fund public awareness campaigns targeted at students that counter drug use and abuse. Work with school and community officials to determine the best approaches.
- ☐ Offer assistance to employees whose children are suffering from substance abuse, or who might be substance abusers themselves.

■ Roles for Communities

- ☐ Organize action-oriented groups and task forces, along the lines of MADD (Mothers Against Drunk Driving) and SADD (Students Against Drunk Driving), which focus continued attention on issues of drug and alcohol abuse.
- ☐ Provide structured, yet attractive, activities for students to engage in socializing and recreation in supervised settings.
- ☐ Work with schools to put in place expansive programs of community service for youth, designed to provide a positive outlet for energy and creativity, and to cultivate a sense of self worth and the importance of making a contribution to one's community.



PUBLIC EDUCATION GOVERNANCE IN PENNSYLVANIA

In order to become involved in the educational system, it is necessary to understand the structure behind its operation. The purpose of this section is to provide an overview of public education governance in Pennsylvania. This will enable citizens to better understand the system and get involved to make it better.

Overview

Responsibility for public education is shared among a number of individuals and institutions at the state and local levels. Under the Pennsylvania Constitution, providing for public education is the responsibility of the state. The Public School Code contains the body of laws and specifications that establish and govern the public education system. The Governor and the Pennsylvania General Assembly (the House and Senate) agree each year on the amount of money that the schools will receive. The Pennsylvania State Board of Education writes rules that establish general policies within which local schools and postsecondary institutions must operate. The Department of Education allocates funds provided by the Governor and the General Assembly, and assists schools and higher education institutions. Most of the decisions relating to the direct management and operation of public schools in Pennsylvania is often described as a state with strong local governance of education. Following is a brief description of the individuals and groups that have key responsibilities for education governance in Pennsylvania.

The Governor

As chief elected official of the Commonwealth of Pennsylvania, the Governor annually submits his budget request to the Pennsylvania General Assembly, which includes significant funding support for public schools and postsecondary education institutions. The Governor appoints, with approval of the Pennsylvania Senate, the Secretary of Education and the Pennsylvania State Board of Education. Further, the Governor proposes legislation to improve the quality of education offered in the Commonwealth.

The Pennsylvania General Assembly

The General Assembly, pursuant to the Pennsylvania Constitution, has the responsibility to provide for the "maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth." In pursuit of this mandate, the General Assembly annually adopts a budget that provides for funding for public schools and postsecondary education institutions, and considers and adopts proposed

legislation relating to education. Further, to carry out the duties associated with the provision of a "thorough and efficient system of public education," the General Assembly authorized the Department of Education to administer school laws and to assist school districts in conducting their educational programs.

The Secretary of Education

The Secretary of Education is the chief administrator of the Department of Education. Appointed by the Governor and confirmed by the Senate, the Secretary oversees Offices of Elementary and Secondary Education, Postsecondary and Higher Education and the State Library. The Secretary also serves as chief executive officer of the State Board of Education.

The Department of Education

The Department of Education is the state-level agency responsible for administering the school laws of Pennsylvania. Further, it administers the rules and regulations of the State Board of Education; assists with local educational programs; allocates to local school districts funds appropriated by the General Assembly; promotes the establishment of community colleges and provides other services to institutions of higher education; licenses and regulates private schools; collects and publishes information about education in Pennsylvania; and administers state programs for libraries.

The State Board of Education

The State Board adopts regulations and policies for basic and higher education. The Board has 17 members appointed by the Governor and confirmed by the Senate for terms of six years. The Board also includes four Board members who serve by virtue of their positions as majority and minority chairs of the House and Senate Education Committees, as well as the chair of the Professional Standards and Practices Commission. The Board has the power and duty to review and adopt regulations and to establish standards governing the educational programs of the Commonwealth.

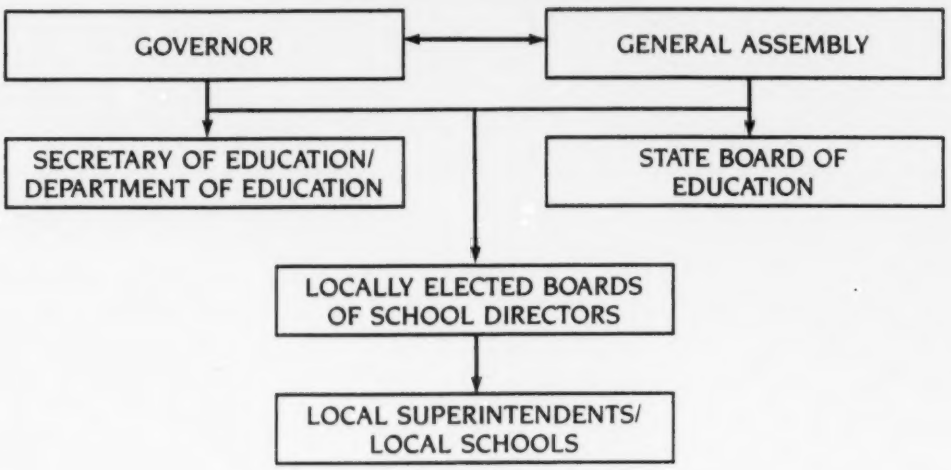
Boards of Local School Directors

Pennsylvania has 501 local school districts. Each of them is overseen by nine local school directors elected by the people of the district (with the exception of Philadelphia, where the Board is appointed by the mayor). School boards are units of local government and have the authority to set all policies of the district within the framework of state and federal law. They are responsible for, among other things, adopting courses of study for students; establishing the length of the school term; adopting textbooks; selecting the superintendent and hiring other employees; entering into contracts with professional employees and into collective bargaining agreements; adopting annual budgets; and levying taxes.

Superintendents of Schools

Each school district is administered by a superintendent of schools. Selected by the school board to implement its policies and procedures, the superintendent is the professional education leader of the district, and is responsible for ensuring that the schools function effectively and efficiently within the parameters established by the General Assembly, the State Board, and the local school board.

EDUCATION GOVERNANCE



For more information on the roles and responsibilities of these individuals and institutions, please contact:

For the Executive Branch:

Donald M. Carroll, Jr.
Secretary of Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

For the General Assembly:

House Education Committee
Pennsylvania House of Representatives
115 South Office Building
Harrisburg, PA 17120-0028
Contact: Janice M. Bissett

Senate Education Committee
Pennsylvania Senate
Room 459 C
Harrisburg, PA 17120-0028
Contact: Blondell Reynolds

For the State Board of Education:

Pennsylvania State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

For Boards of School Directors:

Joseph Oravitz, Executive Director
Pennsylvania School Boards Association
774 Limekiln Road
New Cumberland, PA 17070

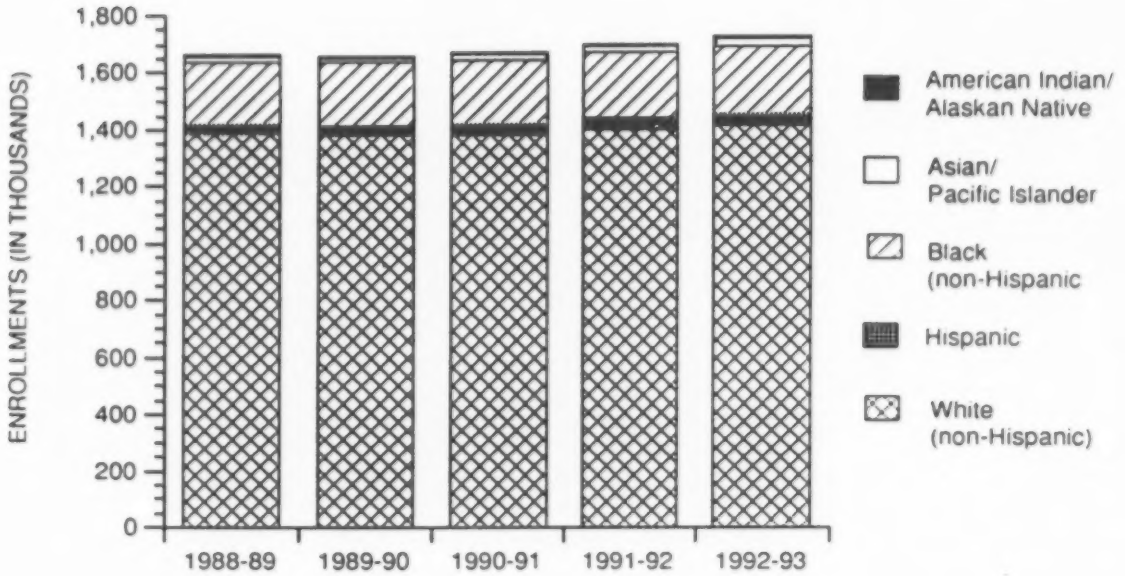
For Superintendents of Public Schools:

Stinson Stroup, Executive Director
Pennsylvania Association of School Administrators
800 North Third Street
Harrisburg, PA 17102

PENNSYLVANIA EDUCATION AT A GLANCE

This section contains basic and general information about students and teachers in Pennsylvania public schools. Included are charts, tables, and narrative which describe changing age cohorts, enrollments in elementary, secondary, and higher education institutions and enrollments in programs such as vocational and special education

Public School Enrollments by Race/Ethnic Category
1988-89 Through 1992-93



Public School Enrollments by Race

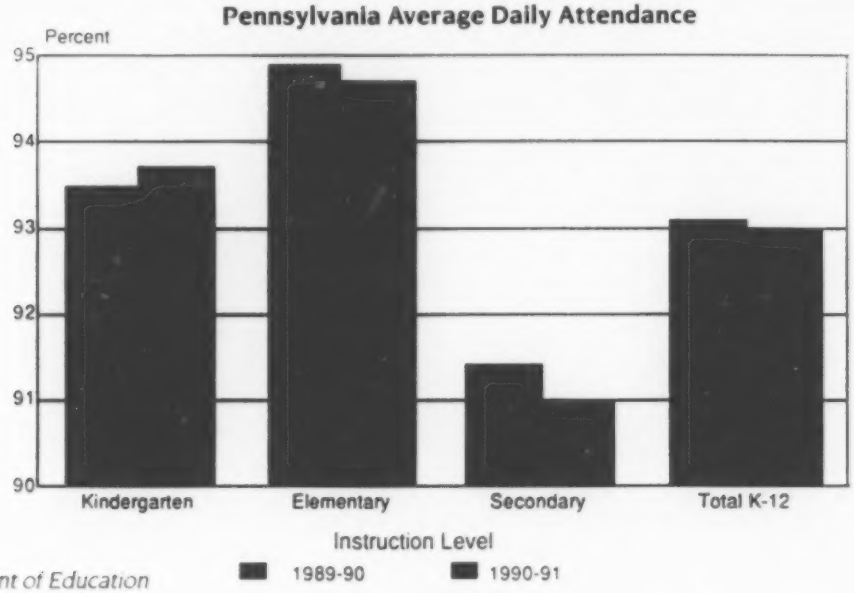
Pennsylvania public schools remain predominately white with slow growth in percentages of minority students.

Public School Enrollments by Racial/Ethnic Category
1988-89 Through 1992-93

		Total	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black (Non-Hispanic)	Hispanic	White (Non-Hispanic)
1988-89	**Number**	1,658,335	1,238	24,265	215,406	40,749	1,376,677
	Percent	100.00	0.07	1.46	12.99	2.46	83.02
1989-90	**Number**	1,655,271	1,352	25,479	216,124	42,818	1,369,498
	Percent	100.00	0.08	1.54	13.05	2.59	82.74
1990-91	**Number**	1,667,087	1,358	26,840	218,833	46,451	1,374,405
	Percent	100.00	0.08	1.61	13.08	2.79	82.44
1991-92	**Number**	1,692,797	1,526	28,163	223,472	48,682	1,390,954
	Percent	100.00	0.09	1.66	13.20	2.88	82.17
1992-93	**Number**	1,717,613	1,532	29,366	231,181	52,437	1,403,097
	Percent	100.00	0.09	1.71	13.36	3.05	81.69

PA Department of Education

Pennsylvania Average Daily Attendance

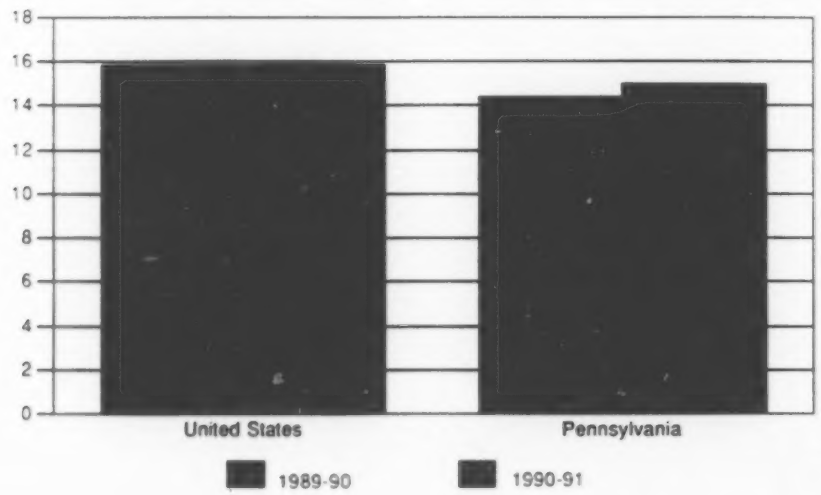


PA Department of Education

Average Daily Attendance

Average daily attendance has remained relatively constant at about 93% statewide.

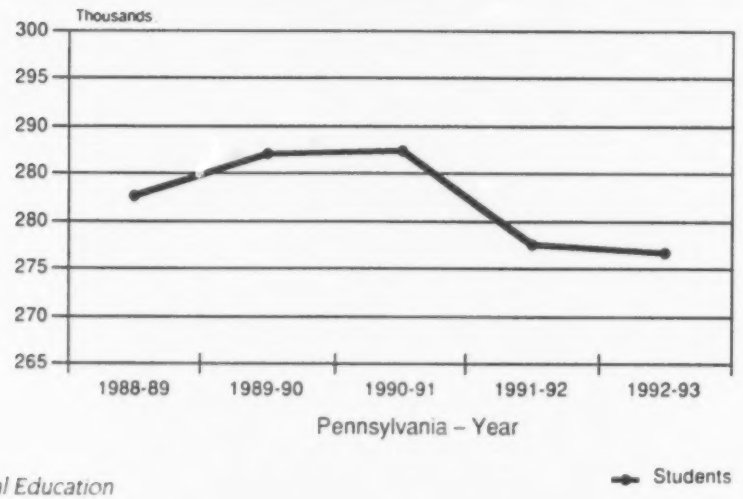
Average Daily Attendance Per Teacher in Public Schools



National Education Association

For 1990-91 Pennsylvania had an average daily attendance of 15 pupils per teacher which is lower than the national average of 15.9 pupils per teacher. The number of PA students per teacher increased slightly from 1989-90 to 1990-91 while the United States percent remained constant.

Special Education Students
1988-89 Through 1992-93

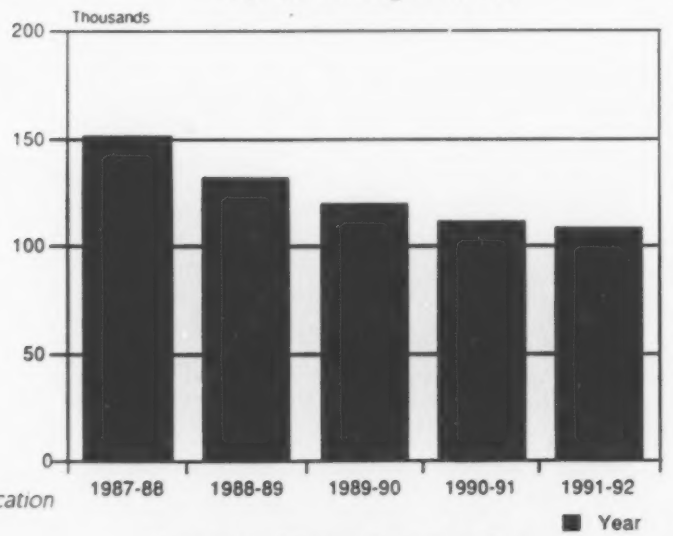


PA Bureau of Special Education

Special Education Students

The number of special education students has declined since the 1990-91 school year. (The chart includes gifted students.)

Vocational Secondary Program Enrollments
1987-88 Through 1991-92



PA Department of Education

Vocational Secondary Enrollments

The number of vocational technical enrollments has fallen steadily over the last five years, including significant declines in business education and consumer and homemaking education.

Pennsylvania Higher Education

Pennsylvania has one of the most diverse systems of higher education with 587,977 students attending colleges and universities. An additional 278,993 students attend private licensed and registered schools. There are 14 State Universities which with the aid of state funds provide higher education opportunities for Pennsylvania's citizens. In addition, the Commonwealth also provides financial support to the Pennsylvania State University, University of Pittsburgh, Temple University, and Lincoln University. The 14 community colleges located across the state offer students a wide range of educational programs from associate degrees to technical certificates. Pennsylvania also has the largest number of private colleges and universities in the United States.

Number of Postsecondary Institutions
Diversity of System

Colleges and Universities	144
State Universities	14
State-Related Commonwealth Universities	4
Community Colleges	14
Private State-Aided Institutions	11
Private Colleges and Universities	76
Theological Seminaries	17
Private Junior Colleges	7
State School of Technology	1
Private Licensed Schools In-State	313
Private Registered Schools Out-of-State	27
State School of Technology	1

Colleges and University Fall Enrollments
By Type of Institution

	1986	1992
Total	518,848	587,977
State Universities	86,165	98,624
State-Related Commonwealth Universities	130,605	141,524
Community Colleges	86,995	119,730
Private State-Aided Institutions	46,565	47,818
Private Colleges and Universities	158,867	172,086
Theological Seminaries	3,158	3,143
Private Junior Colleges	6,493	4,583
State School of Technology		469

NOTE: Thaddeus Stevens State School of Technology was included in 1991 because of Act 211 of 1990, authorizing this school to grant associate degrees.

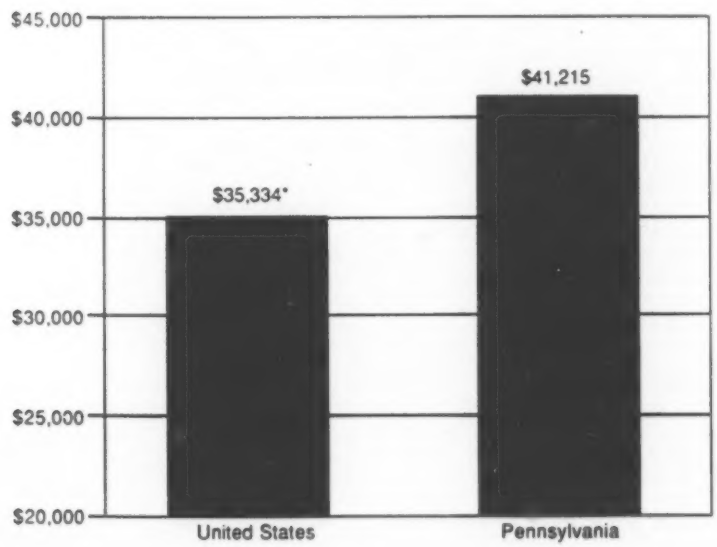
Full-Time Classroom Teachers and Average Salaries
1987-88 Through 1992-93

	Classroom Teachers	
	Number	Average Salary
1987-88	103,307	$29,177
1988-89	104,379	$31,248
1989-90	105,415	$33,338
1990-91*	99,131	$36,057
1991-92	99,286	$38,715
1992-93	99,720	$41,215

** With the revision of the professional personnel system effective 1990-91, several certificated assignments were recategorized from classroom teachers to other classifications. This affected approximately 4,000 personnel in certificated assignments for developmental or diagnostic/ prescriptive reading, English as a second language, etc.*

Pennsylvania Department of Education

Average Salaries of Public School Teachers



National Education Association
Pennsylvania Department of Education

**Estimated Average Salaries of Teachers — U.S. and Pennsylvania*

Estimated Average Salaries of Teachers — U.S. and PA

The average salary of a Pennsylvania teacher is $5,881 higher than the national average.

NOTES

I encourage all citizens of Pennsylvania to get actively involved in the education of our children.

Robert P. Casey, Governor
September 1993

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